DOCUMENT RESUME

ED 047 165 AA 000 658

AUTHOR Marland, S. P., Jr.
TITLE The Commissioner's Annual Report: Submitted to the Congress by the Commissioner of Education in Accordance with Sec. 412. (b) of P. L. 91-230.
INSTITUTION Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.
PUB DATE 31 Mar 71
NOTE 89p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Annual Reports, Disadvantaged Youth, *Educational Administration, *Educational Development, *Educational Improvement, Educational Innovation, Educational Planning, *Educational Quality

ABSTRACT

An accounting is made in this report of the work of the Office of the Commissioner of Education during Fiscal Year 1970 and reflects the state of American education today. The Commissioner envisions the Federal role in education to be one of increasing the effectiveness of the human and financial resources of our schools, colleges and universities. The Federal role in education will greatly increase technical assistance to states and local school systems to insure better ways to teach and learn. The report discusses the wide variety of means employed in FY70 to aid the disadvantaged. In the area of management reform the report develops a nationwide strategy for maintaining a continuous process of improvement and relevance in American education. Decentralization and regionalization plans for education are advanced. The unfinished and ongoing educational programs which enjoy Federal support are covered. This report reflects a period of intensive educational concern aimed toward equal educational opportunity for all young Americans as a feasible goal. (ON)

ED 047 165

THE COMMISSIONER'S ANNUAL REPORT

Submitted to the Congress By the Commissioner of Education

In Accordance With Sec. 412. (b) of P.L. 91-230

MARCH 31, 1971

AA 000 658

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*

Office of Education
S. P. Marland Jr., *Commissioner of Education*

TABLE OF CONTENTS

CHAPTER I: THE STATE OF EDUCATION	1
CHAPTER II: THE CONTEXT OF FISCAL YEAR 1970 (FY 70)	7
CHAPTER III: AID TO THE DISADVANTAGED	11
CHAPTER IV: MANAGEMENT REFORM	23
CHAPTER V: DISCOVERING THE PRESENT AND THE FUTURE	31
CHAPTER VI: THE "NEW FEDERALISM" AND EDUCATION	43
CHAPTER VII: THE UNFINISHED AGENDA	52
CHAPTER VIII: ADVISORY COUNCILS TO EDUCATION	58

CHAPTER I: THE STATE OF EDUCATION

This is my first annual report as Commissioner of Education. Further, this report deals with a period of time prior to my term of office. Accordingly, while this report will indeed give an accounting of this Office during Fiscal Year 1970, I should like to devote the first chapter to reflect on the state of education in America today and, in the process, to look beyond Fiscal Year 1970. The time seems propitious for an inspection of this kind. The long swell of history appears at this moment to have lifted us above the turbulence of recent years and positioned us to appraise with some reasonableness the present condition of the educational enterprise. It is a commanding view, a prospect at once gladdening and disturbing.

We can take legitimate satisfaction from the tremendous progress of recent years. The sheer size of the American commitment to education is amazing, with more than 62 million Americans -- more than 30 percent of the population -- actively engaged as students or teachers. More than three million young men and women will graduate from high schools throughout the country in June 1971, as contrasted with fewer than two million 10 years ago. Nearly 8.5 million students are enrolled in higher education as contrasted with slightly more than four million 10 years ago. Size apart, our educational enterprise is also far more nearly equalized, with academic opportunity extended for the first time in our history to large numbers of black, brown, and Spanish-speaking people. Total black enrollment in colleges and universities, for example, has more than doubled since the mid-60's to more than 520,000 today, though much remains to be done for the advancement of our minority young people before we can rest.

We can be proud of the willingness and rapidity with which education has begun to move to meet the extensive and unprecedented demands being made upon it. Ten or 20 years ago education was almost wholly limited to academic matters carried on within the conventional confines of the classroom and the curriculum. Today educators are dealing with the whole range of human concerns -- academic, economic, social, physical, emotional -- and education has burst out of the classroom through such efforts as Sesame Street, with its succinct lessons for preschoolers in an attractive and exciting television format.

But, viewed objectively, the great flaws of the educational system, the great voids in its capacity to satisfy the pressing requirements of our people press us to set aside our pleasant contemplation of our successes. Sadly, the quality of education a person receives in this country is still largely determined by his ability to pay for it one way or another. As a consequence, "free public education" has a connotation in, say, Shaker Heights far different from what it has in the city of Cleveland, and a boy or girl from a family earning $15,000 a year is almost five times more likely to attend college than the son or daughter in a household of less than $3,000 annual income.

We know that ours is the greatest educational system ever devised by man. But it falls short of our aspirations. We must improve it.

Like our system of representative government, the American education system is too vital for us to ignore or abandon because it has faults. It is time to set about, in an orderly fashion, making the system work better so that it will accomplish what we want from it.

Decade of Discontent

American education has undergone over the past 10 years probably the most wrenching shakeup in its history. Education has been charged with inefficiency, unresponsiveness, and aloofness from the great issues of our society, perhaps even lack of interest in these issues. These charges, in some instances, have undoubtedly been true. But in most cases, I insist, the schools and those who lead them and those who teach in them are deeply, painfully, and inescapably concerned with the great social issues of our time and the part that the schools must play in resolving them.

The depth of the schools' contemporary involvement becomes strikingly apparent when it is compared with the false serenity of education as recently as 15 years ago, when it was in the very absence of stridency and criticism that our real problems lay. Public discontent with the education of 1970 was bred in the synthetic calm of the 1950's and before.

This movement from serenity to discontent, from complacent inadequacy to the desire for vigorous reform, has not been accomplished easily. Some reform efforts, conceived in an atmosphere of hysteria, have failed while others have succeeded splendidly. But after many stops and starts, false expectations and disheartening letdowns, we have arrived at a time and place in which, I judge, educational reform at all levels is now the intent of all responsible educators. As a consequence, truly equal educational opportunity for all young Americans is now a feasible goal.

We are going through a period of intensive concern with the poor and the disadvantaged. Since 1965 under one program alone, Title I of the Elementary and Secondary Education Act, the Federal Government has invested more than $7 billion in the education of children from low-income families. A number of States have made significant companion efforts. Admittedly, our success in increasing the academic achievement of the disadvantaged child has been marginal. But prospects for future success are increasing because the education profession itself, at first prodded into this work by such outside forces as the drive for civil rights, is now substantially dedicated to the redress of educational inequality wherever it may be found. This is a dramatic turnaround from the early and mid-60's, when we tolerated the fact that certain of our

citizens were not profiting to any measurable extent from the schools' conventional offerings and when we were content to permit these citizens to become the responsibility of unemployment offices, unskilled labor pools, and prisons. This time has passed, and we now accept the proposition that no longer does the young person fail in school. When human beings in our charge fall short of their capacities to grow to useful adulthood, we fail.

Rough events of the past decade, then, have brought the educators of this nation to a beginning appreciation of just what thoroughgoing education reform really means. A giant institution comprising 60 million students, 2.5 million teachers, and thousands of administrative leaders cannot remake itself simply because it is asked or even told to do so. Tradition has enormous inertia, and wrong practice can be as deeply rooted as effective practice. The past decade, in sum, has been a time of trial and error, a time in which we have plowed and harrowed our fields. Now we must plant deeply to produce the strong roots of a new American education.

Why Are We Educating?

As we look to 1972 and beyond, we are able to state with far greater clarity the reasons we are educating our citizens than we could 10 or 20 years ago. We are educating a total population of young people in the elementary and secondary schools, and we are no longer satisfied that 30, 40, or 50 percent of it should not really expect to complete high school. And if we are educating for the fulfillment of all the people of our land, we certainly cannot halt at the secondary level, or even the level of higher education, but must look to the arrangements for continuing adult education over the years. Increasingly, we are persuaded as a Nation that education is not reserved for youth but is properly a lifelong concern. In the past half-dozen years, for example, more than two million adult Americans have been given the opportunity to obtain an eighth grade education under the Office of Education adult education program. Many millions more have continued to grow professionally, culturally, and intellectually, as adults, through formal and informal institutions of education.

We must be concerned with the provision of exciting and rewarding and meaningful experiences for children, both in and out of the formal environment of classrooms. When we use the word "meaningful," we imply a strong obligation that our young people complete the first 12 grades in such a fashion that they are ready either to enter into some form of higher education or to proceed immediately into satisfying and appropriate employment. Further, we now hold that the option should be open to most young people to choose either route.

We must eliminate anything in our curriculum that is unresponsive to either of these goals, particularly the high school anachronism called "the general curriculum," a false compromise between college preparatory curriculum and realistic career development. If our young people are indeed disenchanted with school -- and more than 700,000 drop out

every year -- I suspect that it is because they are unable to perceive any light at the end of the school corridor. They cannot see any useful, necessary, rewarding future that can be insured by continued attendance in class. The reform to which we must address ourselves begins with the assurance of meaningful learning and growth for all young people, particularly at the junior high and high school levels. Students frequently ask us why they should learn this or that. We who schedule these courses and we who teach them should ask ourselves the same questions and have the wisdom and skill and sensitivity to produce good answers.

Courses of instruction, books, materials, and the educational environment -- all should relate to the student's needs, answering some requirement of his present or future growth, irrespective of custom or tradition. We as teachers in today's educational setting cannot win the response of our young people by perpetuating formalized irrelevance in classrooms. Seemingly irrelevant expectations must be made relevant by the teacher. This is the nature of teaching.

Education Research

We are obliged not simply to provide education but to provide very good education. The success of our efforts to find ways to teach more effectively will depend upon the quality and application of our educational research, a pursuit that has absorbed more than $700 million in Office of Education funds over the past decade and will, I am determined, take an increasing share of our budget. We need to know how we can develop the child of deep poverty, the minority child, the child who has been held in economic or ethnic isolation for generations, the child without aspirations in his family or in his environment, the child who comes to school hungry and leaves hungrier. We must discover how to develop the five million American children who bring different languages and different cultures to their schools. They need special help. Nor can we ignore the gifted child, possessed of talents that we know frequently transcend the ability of his teacher.

If we would find the answers to these questions, let us set aside the traditional boundaries of learning, the days, the hours, the bells, the schedules. Let us find ways to free ourselves from administrative strangleholds on what teaching should be and what teachers should be. Research must open wide the windows of learning, and teachers must listen carefully to the counsel of the researchers.

Let us find ways to keep more schools open 12 to 15 hours a day and 12 months a year to make sensible constructive use of our multi-billion-dollar investment in facilities and personnel. Let us construct a school environment sufficiently systematic to be responsive to young people, yet informal enough to enable youngsters to come and go in a spirit of freedom and honest interest, rising above their present circumstances and reaching joyfully for all that the schools can give them.

Need for Humaneness

Above all, let our schools be humane once more. With the possible exception of those who tend to the ill, teaching is the first of the humane professions, and it seems especially appropriate at this time to return to that tradition.

Teachers want to bring excitement to the classroom. They want to bring fulfillment to the lives of the children in their charge. But to achieve excitement and fulfillment in the classroom, teachers need a new freedom from administrative protocol and an increased competence in reaching each learner and touching his life deeply and compassionately.

Titles I and III of the Elementary and Secondary Education Act have taught us sound lessons in creative teaching techniques. Now let us set aside the mechanics of testing and the excessive formalities of school organization, and let us put these new techniques to work in all the classrooms of America.

Let us find ways for teachers to concern themselves wholly with students. We must use our technology and the other resources of this half of the 20th century -- resources that we have barely touched -- to multiply the effectiveness of the teacher, greatly to increase the teacher's efficiency and productivity. Let technology extend the hand of the teacher through such efforts as Sesame Street, discharging the routine tasks of instruction while preserving for the teacher those things that enliven the human spirit.

The Federal Role

I believe the Federal role in education should be one of increasing the effectiveness of the human and financial resources of our schools, colleges, and universities. The present level of Federal assistance to our public schools is something less than 7 percent of our total investment. I envision the Federal share's rising eventually to three or four times that level. But first the Federal Government must conduct centralized research into the learning process and deliver the results of that research convincingly and supportively to the educational institutions. We are constructing a nationwide educational communications network to disseminate proven new practice in order to move the art of education from its present condition to one of the increased quality that we demand of ourselves. We must proceed more swiftly to implement the products of research without stopping to redefine every goal and every process at every crossroad in the country.

The Federal role calls for greatly increased technical assistance to States and local school systems to insure the delivery of new and better ways to teach and learn. As conductor and purveyor of educational

research, the U.S. Office of Education will, I hope, earn the faith and trust of the States and communities so that newly researched and validated program models stamped "O.E." will be swiftly and confidently put to use in our cities and towns, creating the overall climate of change that we ask.

Most of all, I ask that the Office of Education provide national leadership. Services, yes; supporting funds, yes. But I hold that this Office, made up of nearly 3,000 people, must have a larger and more effective role. If our situation changes over the next year or 2 as I hope it will, and we are able to diminish substantially our preoccupation with administration and paperwork, hundreds of OE staff members will be freed to bring leadership, technical assistance, and stimulation to the States and localities. The dedicated, creative, and talented people who staff this Office will be instantly available to help where the problem is, whether it be a question of racial discrimination, curriculum, improved ways to teach, introduction of new technology, evaluation, or whatever. This Office will then be what it has long desired to be, a respectful and willing companion to the States and communities in serving the educational needs of the Nation.

Education and the Bicentennial

The United States of America will celebrate its 200th birthday in 1976. I would suggest this bicentennial year as a useful deadline against which we can measure our capacity to effect change and our sincerity in seeking it. The five years remaining before the bicentennial constitute a relatively brief time in the history of the American educational enterprise. Yet it is a particularly crucial time in which, I am persuaded, we can accomplish as much as -- and more than -- we have managed to achieve in the past 20 years, or perhaps the past 100. My reason for optimism resides in my belief that, big as this Nation is, it is <u>ready</u> for change.

Our search for the education of 1976 is well begun. We know it will be innovative and efficient, yet characterized by good school teacher common sense. We know it will be flexible, responsive, and humane, that it will serve all the children of America, preparing them to meet universal standards of excellence, yet treating each in a very individualized and personalized way. We know that in 1976 our system of education will be considerate of the differences among us, adaptable to our changing expectations, and clearly available and clearly useful to all who seek it.

More than ever before, the substance of America's future resides in our teachers. The enormous success of our system of schooling in the past 195 years has brought our Nation to a pinnacle place among nations. The next five years should be viewed as the time in which the educational successes and satisfactions that have enlightened and undergirded the lives of the great majority of our people must now be extended to enlighten and undergird the lives of all. More than ever, this is the time of the humane teacher.

CHAPTER II: THE CONTEXT OF FISCAL YEAR 1970

Throughout the decade preceding the fiscal year 1970 (FY 70), education was absorbing major new responsibilities placed upon it by Federal and State legislatures.

One way to gauge the scope of these new responsibilities is to observe the growth of educational expenditures during the decade. In FY 60 total expenditures on education -- kindergarten through college -- were $24.7 billion, just a shade over 5 percent of the Gross National Product for calendar 1959 ($483.7 billion). In FY 70 these expenditures were about $70.6 billion, or 7.6 percent of a greatly increased GNP ($931.4 billion in calendar 1969).

The overall Federal contribution increased more than four-fold in the decade.[1/] Within the Office of Education the increase was eight-fold, from an FY 60 budget of $500 million to an FY 70 budget of $4 billion. Clearly the American people wished to invest more heavily in education and training; their elected representatives were placing the investments through the legislative process; and the Office of Education (OE) was the Federal agency most responsible for managing that expanded commitment to learning.

Promises vs. Fulfillment

Although education had become an integral part of national life and purpose, this degree of acceptance by the American people gave rise to a profound expectation of high performance. President Nixon raised this very point with the Congress in the spring of 1969 when he said:

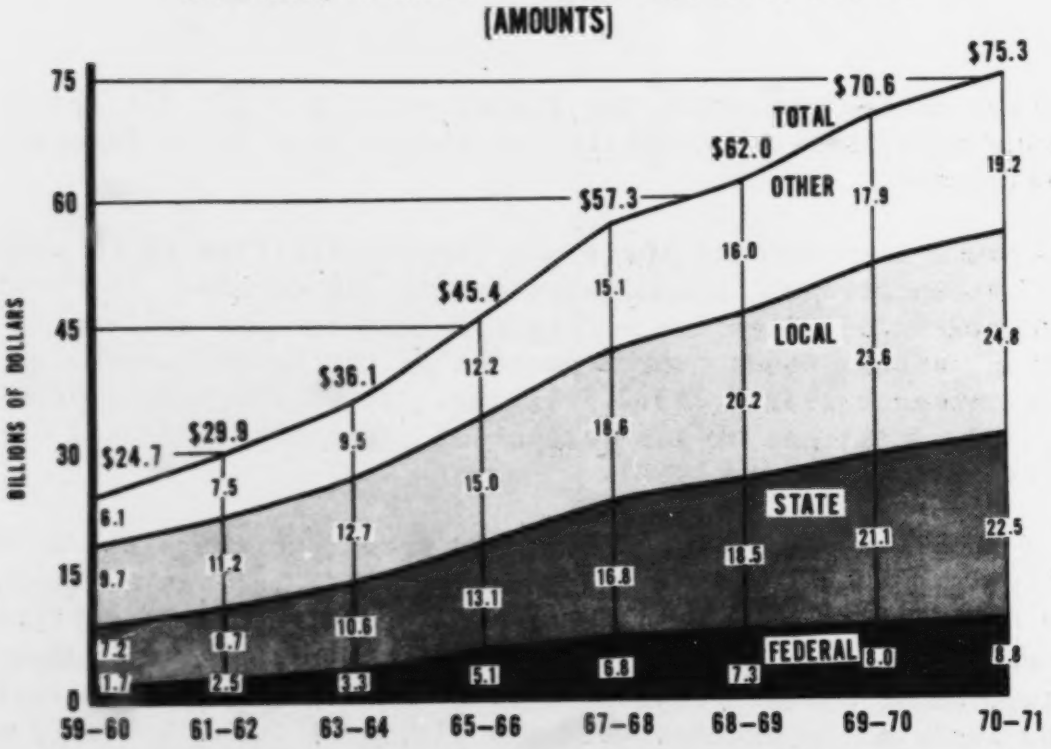
> "In the administration of Federal programs, one of the principal needs today is to improve the delivery systems: to ensure that the intended services actually reach the intended recipients and that they do so in an efficient, economical and effective manner."

OE's FY 70 budget embraced more than 100 separate programs. These programs doubtless provided more service to more people, but they also induced frustration among private citizens and public officials alike who wanted a clear reading of their real value to the Nation.

1/ Estimated FY 71 figures show a five-fold increase over FY 60.

Office of Education

ESTIMATED EXPENDITURES BY PUBLIC AND NONPUBLIC EDUCATIONAL INSTITUTIONS, ALL LEVELS, BY SOURCE OF FUNDS, 1959–60 TO 1970–71
(AMOUNTS)



While total expenditures on education tripled, expenditures of Federal funds increased five times.

The Competition for Priorities

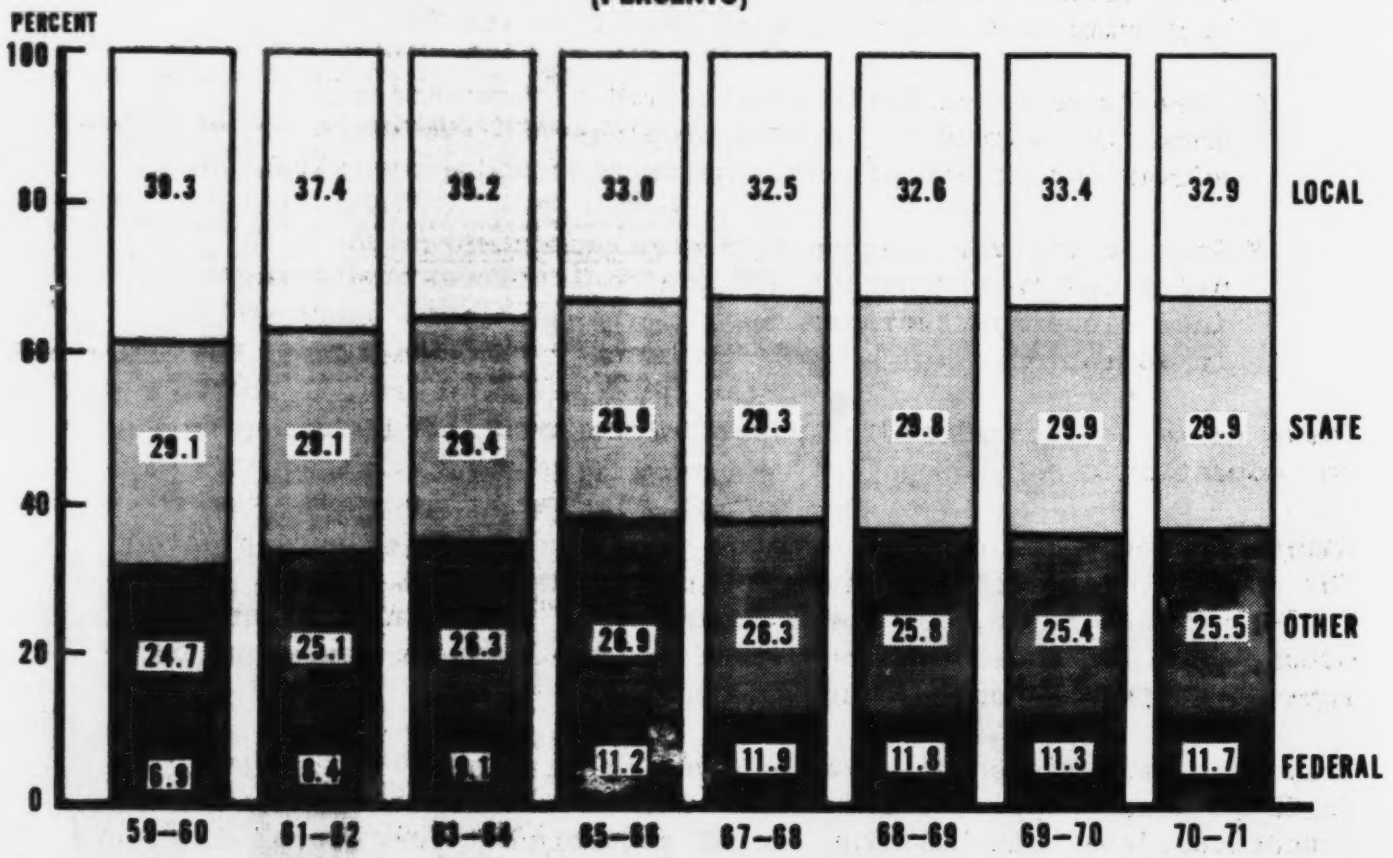
As a constituent agency of the Department of Health, Education, and Welfare (HEW), OE had other reasons to reflect upon its efforts. HEW in 1969 and 1970, while certainly deeply concerned with the problems of education, was also dealing with different and newer issues affecting all citizens -- preservation of the environment, "consumerism" in the marketplace, the increasing costs of Medicare and Medicaid, and malnutrition and other diseases of hunger in our "affluent society" among them.

Above all, President Nixon had announced, his Administration would bend every effort to "find a solution for the welfare problem." This was significant for education, because Federal educational aid to disadvantaged youngsters is to a great extent assistance to children of families on welfare. Nearly one fourth (2.3 million) of the pupils in projects supported by Title I of the Elementary and Secondary Education Act also benefit under Aid to Families with Dependent Children.

Moreover, the President tied welfare reform to other proposals to reorganize Federal manpower training and education programs administered

Office of Education

ESTIMATED EXPENDITURES BY PUBLIC AND NONPUBLIC EDUCATIONAL INSTITUTIONS, ALL LEVELS, BY SOURCE OF FUNDS, 1959–60 TO 1970–71
(PERCENTS)



In the academic year 1970-71, the proportion of funds supplied to all educational institutions in the U. S. by major sources remained fairly constant. Federal funds increased from 11.3% to 11.7%.

for the most part by the Department of Labor, a $2-billion effort serving well over a million men and women.

Finally, welfare reforms were to proceed hand in hand with an attempt to share with the States more of the general revenues collected at the Federal level. This has great implications for a reordering of effort in education and training right down to the neighborhood level.

An Intensive Period of Review

Early in 1969 the Secretary of Health, Education, and Welfare asked all agencies of the Department to review their responsibilities. A series of task forces zeroed in on principal areas of responsibility, and in March 1970 the Secretary circulated a memorandum combining the goals and objectives, the commitments and aspirations of the entire Department. Among them:

* Greater responsiveness to the needs of the disadvantaged, the handicapped, the isolated, those in poverty -- the

"priority populations" for Federal concern and aid.

* A reformed, invigorated system of management for the entire educational enterprise at all levels of government, beginning with the Office of Education itself.

* Development and early application of new research directly related to current problems and future directions of educational instruction and administration.

* Restructing and reorganization of administrative practices to strengthen HEW regional offices and bring into closer partnership the Federal and State agencies in education.

These tasks were committed to paper in the midst of a time of stress for education.

Campus unrest continued for a third tragic year as students pressed for an end to American involvement in Southeast Asia, for an end to Selective Service, and for a beginning of reform in higher education. Two confrontations ended in the deaths of six students, four at Kent State and two at Jackson State.

Taxpayers were discontented and showed it in school bond elections. In FY 70 voters approved only $1.6 billion in new bond issues for education, less than half the amount requested. Many school districts teetered on the brink of bankruptcy.

The 1969-70 school year saw 180 teacher strikes, walkouts, and "stoppages," some 50 more than had occurred in 1968-69.

The Federal Task

Even though the Federal contribution to local public elementary and secondary education in FY 70 was less than 7 cents of the total education dollar, it did reflect national priorities, new information, and a kind of "collective wisdom," however imperfect, about teaching and learning.

OE and its sister agencies were to strengthen services to our neediest populations, reform and renovate the Federal education enterprise, and identify more closely with State and local agencies, where the hard education work of the Nation is actually carried on. From this, it was hoped, would come the healing of divisions and a joining of purpose and energy.

In the following pages the Congress and the people of the United States are given a report on how and why the Federal Government responded as it did to the challenges of education in FY 70.

CHAPTER III: AID TO THE DISADVANTAGED

While there was a change in the political leadership in the Executive Branch in 1969, there was no change in the Government's goal to provide strong, continuous, and improved support to education and training programs for the Americans who need such programs the most:

* The economically deprived.
* The racially and geographically isolated.
* The untrained and the unskilled.
* The handicapped and the neglected.

A wide variety of means was employed in FY 70 in a drive to achieve this goal. Heavy reliance was placed on Title I of the Elementary and Secondary Education Act (ESEA). Several early childhood programs were coordinated through a new Office of Child Development in HEW. The Right to Read program was instituted, and new, long overdue attention was paid to Indian education. New viewpoints were adopted in vocational education and in financial aid programs for college students.

Title I ESEA

During the past 5 years the Federal Government has expended $5.7 billion on Title I ESEA programs.1/ With inflation and the need for extraordinary prudence in Government spending, educators and government administrators wondered aloud about the effectiveness of Title I.

Title I's results were judged with some equivocations. A study conducted by five members of the House of Representatives concluded that "merely offering identical educational opportunities to urban Negroes and suburban whites" was not useful.2/ A report of the National Education Association bluntly stated that the "bureaucracy of most big-city systems is impervious to the demands of parents and can be influenced only with difficulty."3/

HEW did, however, obligate $1.3 billion for Title I in FY 70, about $216 million above the FY 69 obligation.

1/ An obligation of $1.5 billion for FY 71 brought total funds for Title I to $7.2 billion.

2/ Crisis in Urban Education. Inserted in Congressional Record September 26, 1968.

3/ Schools of the Urban Crisis, A Report of the Task Force on Urban Education, Washington 1969.

Problems of Program Administration

Several problems were encountered in the administration of Title I funds and programs.

First was the lateness of appropriations; the money for FY 70 was not available until March 5, 1970.

Second was the lack of comprehensive data on the way Title I funds were being administered at the local level.

A third problem was that staffs of central city and rural ghetto schools are often untrained or undertrained, oriented toward the middle class, generally wary of the disadvantaged child as "different" and very likely "unteachable." The "teacher dropout" afflicted ghetto schools in FY 70, draining talent off to other schools -- usually in the suburbs, which teachers apparently assumed to have fewer problems, more compatible communities, and more money.

Despite these problems, during FY 70 OE began to strengthen its ability to lead the Title I program. As a direct result of the recommendations of a special HEW task force on Title I, the following activities were undertaken:

1. The staff responsible for administering Title I in OE's Bureau of Elementary and Secondary Education was expanded from 48 in December 1969 to more than 80 by June 1970.

2. The Title I staff launched an extensive monitoring effort that dispatched four-member teams to 10 State educational agencies in the last quarter of the fiscal year and to more than 20 local educational agencies. All States are expected to be reviewed by June 1971.

3. The staff undertook the development and dissemination of curriculum and management process models in such areas as reading, parent involvement, public information, bilingual education, desegregation, and education for the neglected and delinquent.

4. The Commissioner established criteria for parental involvement and public information practices in all Title I projects.

5. The Commissioner established criteria for "comparability" as called for in Public Law 91-230. (See Chapter IV.)

Revision and clarification of Title I regulations, with corresponding technical assistance and monitoring, are foreseen as the Office of Education continues to expand its commitment to successful compensatory education efforts.

Opportunities in Program Coordination

Early in FY 70 the Government began an extensive review of all its education programs serving the disadvantaged. The next step was clear enough. Where appropriate and feasible, certain of these programs would be coordinated for efficiency, economy, and the expression of the Government's unity of purpose.

In May 1970 the Commissioner of Education established Project TREND, an acronym for Targeting Resources on the Educational Needs of the Disadvantaged.

Project TREND is a child-centered effort, ranging beyond OE's own programs of aid to the disadvantaged to link up -- at the local level, where the children are -- with Medicaid, Community Action Agencies, Parent and Child Centers, emergency food distribution, and other programs. Working at selected sites, Project TREND envisions both central and regional OE offices and the States serving as co-architects with local education agencies of a comprehensive child development strategy as well as a management delivery system that will effect linkages among program resources.

Project TREND was planned and organized in FY 70, for launching in FY 71. (The report for that year will discuss progress in the field.) The project assumes that primary responsibility for planning and carrying out a comprehensive program serving low-income and educationally deprived children will be exercised by the local education agencies in conjuntion with State education agencies.

Emphasis on Early Childhood

HEW established its Office of Child Development (OCD) in July 1969 to bring the core of the 57-year-old Children's Bureau, which has a mandate to investigate and report on all matters affecting the welfare of children, together with Head Start.

Head Start, begun by the Office of Economic Opportunity (OEO) and transferred to HEW in 1969, has been an attempt "to broaden the arc of a child's achievement," as President Nixon has phrased it. The program grew from $95 million in FY 65 under OEO to $326 million in FY 70 under HEW, serving a half-million preschoolers in summer and full-year programs in schools, community agencies, and 29 Parent and Child Centers.

In addition to coordinating these and other activities at the Federal level, OCD directs the Community Coordinated Child Care (4-C) program. State and local 4-C groups, composed of operators of private and public child care programs and citizens representing consumer interests, have been formed with the assistance of OCD's 4-C staff and Federal Regional Committees on Child Care. Their mission is to survey needs for services and develop plans whereby various private and public resources may be brought together to meet the needs of children.

The 4-C staff within OCD works in a concentrated way among preschcolers as Project TREND is to function among all age-grade levels in poverty areas.

By mid-FY 70, HEW had brought together in OCD the largest of 61 programs solving the needs of America's 18 million children under the age of 5.

Early Childhood Has "Follow Through"

In kindergarten and the early primary grades, additional support is provided certain disadvantaged youngsters to help them "follow through" on their potential for intellectual and physical growth.

The Follow Through program in FY 70 helped an estimated 36,000 children in 144 communities. Besides academic help, "Follow Through" youngsters also received important health and food services. In fact, most of the five dozen programs enacted during the past decade to benefit the disadvantaged do provide more than just aid to learning. They buy services for the whole student -- for his physical well-being, his home, community, curiosity, health, and hope. Eighty percent of 60 Title I ESEA programs surveyed included a health component.

The "Right to Read"

Early in the process of aiding the disadvantaged student, it became widely recognized that reading is a key factor in the individual's ability to realize his own potential and compete, if he so chooses, in the job marketplace. But the reading record was not good.

In 1969 one fifth of all students from low-income families were reading below grade level, unable to grapple with printed instructions, information, or ideas.

About $68 per pupil was spent on reading programs under Title I ESEA in FY 68. By the following year this was regarded as having had little effect. Reading scores of more than two thirds of the children remained unchanged, about 13 percent seemed actually to have fallen behind, and only about one out of five showed any progress at all.

In September 1969 Dr. James E. Allen, Jr., then the Commissioner of Education, said: "We should immediately set for ourselves the goal of assuring that by the end of the 1970's...no one shall be leaving our schools without the skill and the desire necessary to read to the full limits of his capability."

President Nixon gave his support to the concept, and Mrs. Nixon agreed to become honorary chairman of the first advisory council. The Commissioner appointed a task force to develop a plan for both public and private involvement in a national campaign to eliminate illiteracy.

In March Mr. Nixon told Congress that the Commissioner's goal "is a purpose which I believe to be of the very highest priority for our schools," and in April the task force produced a 10-year plan, a comprehensive statement of needs and activities to attain the right to read goal.

A Right to Read Office was established in the Office of Education, its prime responsibility to pull together the energies expended in more than 60 OE programs supporting several hundred separate research, demonstration, and learning projects in the reading field in schools and colleges.

Concurrently, plans were going forward to establish a National Reading Council.4/ To be composed of a cross-section of society, the Council was envisioned as providing the partnership structure through which the skills and resources of the communications media, business, labor, and the general public would be mobilized and join with the educational community and government at all levels in a concentrated attack on the reading problem.

Also in the spring of 1970, a "Targeted Research and Development Program on Reading" was begun in OE. By mid-year too, some 20 States had put together their own plans to do something effective about the reading problem in their own schools.

Generally, the Regional Educational Laboratories are proving their value as they match the reading problem with their own research clientele. The Center for Urban Education in New York (inner-city children), the Northwest Regional Educational Laboratory (Indian and Eskimo children), the Southwest Education Development Laboratory (Mexican-American and black children), and the Washington University Preschool Laboratory (children with behavioral problems) are among those which began work on the reading problem in FY 70.

OE's National Center for Educational Communication (NCEC) launched a program to help improve reading programs in the schools. Four interpretations of current research and exemplary practice on treatment of reading difficulties were disseminated through State educational agencies. Before the end of the next fiscal year, NCEC plans to distribute to State agencies and all operating school districts descriptions of approximately 15 exemplary reading programs which have been found effective.

4/ A Director was named for the Right to Read Office on July 1, 1970, and President Nixon announced formation of the Council on July 31.

The importance of reading began to permeate a number of other programs with different primary objectives. During FY 70, 10 projects in dropout prevention emphasized reading, along with vocational study, and community living skills.

Reading readiness and fundamental reading skills in preschool and early childhood education are stressed in the majority of bilingual and bicultural education programs, from Vineland, New Jersey, to Las Cruces, New Mexico. The $21.25 million budgeted for bilingual education in FY 70 was spread among 131 projects, with reading skill in both languages as a major objective.

Education Aid to the Indians

Bilingual education began, and has been used primarily, as a program for Spanish-speaking children, although projects among other language and nationality groups (Oriental, French, Indian) have also been funded. In FY 70, however, it became clear that the Federal charge with respect to education of American Indian children and families must be more than it had been.

When FY 70 began, the outlook for 240,000 school-age Indian children was bleak. A Senate special subcommittee had reported 5/ that the school achievement level of Indian children was generally 2 to 3 years below that of white students, that the Indian dropout rate was double the national average, and that a fourth of all elementary and secondary school teachers serving Indian children acknowledged they would rather not teach Indians.

Congress made 60 recommendations to ameliorate these conditions. One of these was that the Department of Health, Education, and Welfare, the Department of the Interior, and the National Council of Indian Education "devise a plan of action for a united effort between the two Departments for the development of a quality education program for Indian children." Such a plan was submitted to the President at the end of FY 70.

The Congressional report also urged the Office of Education to make a greater effort to bring about improvement in the public school education of Indian children. OE's Office of American Indian Affairs was reactivated and stimulated projects and proposals in numerous program areas.

The Office of American Indian Affairs and Interior's Bureau of Indian Affairs (BIA) cooperated in an extensive study of BIA's Title I ESEA program, and during FY 70 plans were drawn up to increase the effectiveness of this program.

5/ Indian Education: A National Tragedy — A National Challenge. U.S. Senate Special Subcommittee on Indian Education, Washington 1969.

Career Education

HEW said one of its goals would be to "use the full scope of our vocational education programs to make vocational education more helpful to the disadvantaged child." This was not only consistent with the major thrust of aid to disadvantaged populations. It was also consistent with the Vocational Education Amendments of 1968, which specified that 15 percent of Federal funds for vocational programs be set aside for the disadvantaged and 10 percent for the handicapped.

The 1968 Amendments gave rise to strong grassroots planning through a number of Federally sponsored regional and professional conferences in the spring of 1969. By the beginning of FY 70 all States had submitted at least their first portion of a 5-year vocational and technical education plan reflecting the new national initiatives and interests.

As a result, during FY 70 the States provided services to twice as many disadvantaged youths and adults (nearly 800,000) as in the previous year. Approximately 75 percent of them were residents of areas with high unemployment and/or high dropout rates.

Partnerships, Earning Power, and "The Pool"

Among the many vocationally related shifts in FY 70, three are clearly discernible.

First, vocational and technical education opened up and became more of a cooperative, community-based enterprise than before. New State Advisory Councils included concerned participants from major industries, organized labor, and many agencies of government -- the decision makers in the world of work.

Universities were increasingly involved in vocational curriculum research and school personnel training. Linkages, firmer than ever, were established between vocational education and vocational rehabilitation, special education for handicapped children and youth, State and U.S. employment services, and others with concurrent interests.

Second, a wider, more contemporary view of occupational and pre-employment education was ventured in FY 70. Consumer and homemaker programs served more than a third (1.5 million) of the nearly five million high school students enrolled in vocational education programs. For the remaining three million secondary school and one million postsecondary vocational students, the choices of occupational training ranged beyond the familiar marketing and clerical areas into the new areas of community and national need -- health services, public safety, environmental technology, data processing, and middle management in business and industry.

Third, in January 1970 the unemployment rate was 3.9 percent and showing signs of rising. The leadership -- State and Federal -- in vocational education turned to the issue of "flow" in and out of the unemployment "pool."

In the past between 20 and 25 percent of the new members of the work force were released by the schools unprepared for the world of work. In a sink-or-swim situation, they tended to sink. Youth unemployment was 5.5 times the rate of adult unemployment in 1969.

In the past, too, Federal employment programs have tended to concentrate almost exclusively on aiding people after they have flowed into (or sunk) in the pool. In FY 70, vocational leaders realized -- and stated -- that the responsibility of education is to release into the national manpower pool individuals equipped for an actual job, not merely replacements for those who have moved out of the unemployment pool into manpower training programs.

In the words of the National Advisory Council on Vocational Education, "employment is an integral part of education -- essential to the learning experience of many youths."

The Council added that "every secondary school should be an employment agency," as many universities are, and that "a school in which getting a job is part of the curriculum is more likely to have students who understand why reading and mathematics make a difference...."

Cooperative Education

If we had to choose an activity that best illustrates the vocational education movement discussed thus far, it would be cooperative education.

The priority target population for this specific effort are the 2.7 million disadvantaged students living in areas with high rates of school dropout and youth unemployment. In FY 70, when programs were being shaped to match the demography of deprivation, about 8 percent, or 215,000, of these youths were served. Half were inner-city residents and the rest were from rural areas, smaller cities, and some suburban areas.

In cooperative education, as the Advisory Council advocates, the participating school places the student in the job that may best complement his academic experience. Federal funds may be used to pay the costs, including his salary. A young person studying computer technology in class may also be employed under cooperative arrangements with a municipal agency using computers for planning and resource assessment. He may study medical technology in school and practice it -- as an employee -- in a hospital or clinic.

Cooperative education and work-study programs not only place the student in a job. They also build a strong bridge from the supportive learning environment to the adult world of work.

Support for Needy College Students

Towards the end of FY 70, after personally examining the Federal role in providing student financial aid, President Nixon came to this conclusion: "No qualified student who wants to go to college should be barred by lack of money. That has long been a great American goal; I propose that we achieve it now."

OE has an array of programs to assist the needy student, both before and after he enters college. The Programs fall into two classes: financial support and non-financial activities designed to encourage him to enter and stay in college.

The Financial Aid "Package"

To help all students capable of handling advanced studies to get the money to attend college, the Federal Government offers loans, grants, and work-study opportunities.

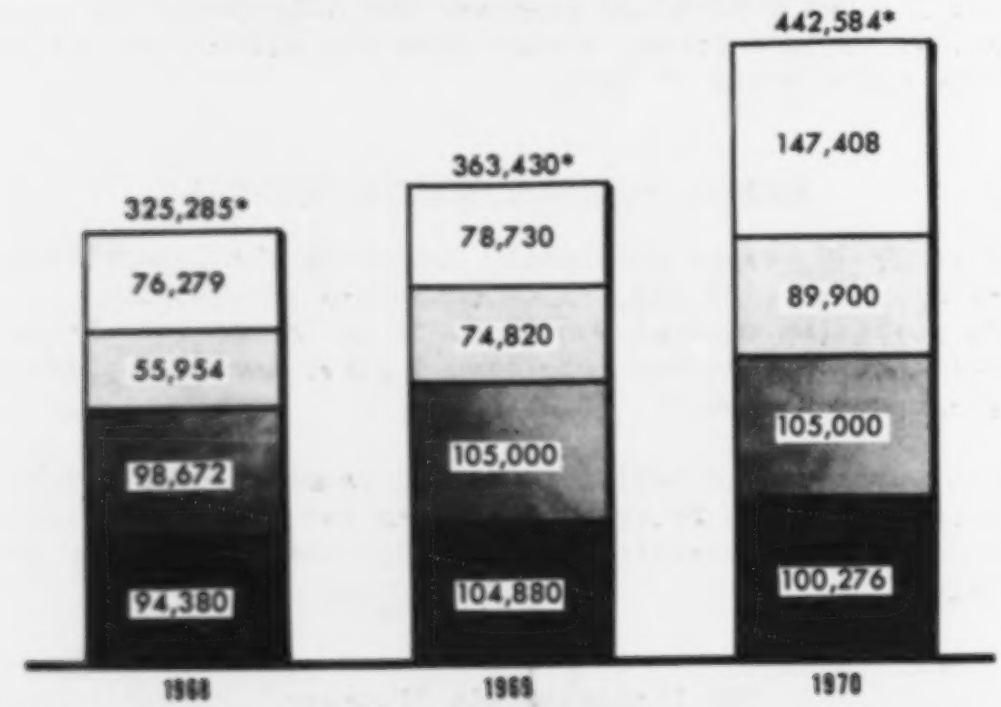
During the 1969-70 academic year, 455,000 students (about 6 percent of total college enrollment) obtained National Defense Education Act loans directly from their own institution's loan office. The average annual loan, for the first time in the 10-year history of this program, passed the $600 mark.

Educational Opportunity Grants (EOGs), now averaging $500 each, are directed toward qualified high school graduates of exceptional financial need. During FY 70, EOGs were given to nearly 290,000 students, close to a third of them from families with an annual income well below the poverty line of $3,600.

Work-study employment, which may be -- but is not necessarily -- related to career objectives, helped about 375,000 students in FY 70, with Federal money paying 80 percent of their salary. The youths worked primarily for their own college or university, although jobs in other nonprofit organizations are also permitted. An estimated 100,000 students were employed during the summer of 1969.

Office of Education

* AWARDS OF FEDERAL STUDENT FINANCIAL ASSISTANCE TO STUDENTS WITH ANNUAL FAMILY INCOME $3,000 AND BELOW



The number of disadvantaged students served by OE student financial aid programs is steadily increasing.

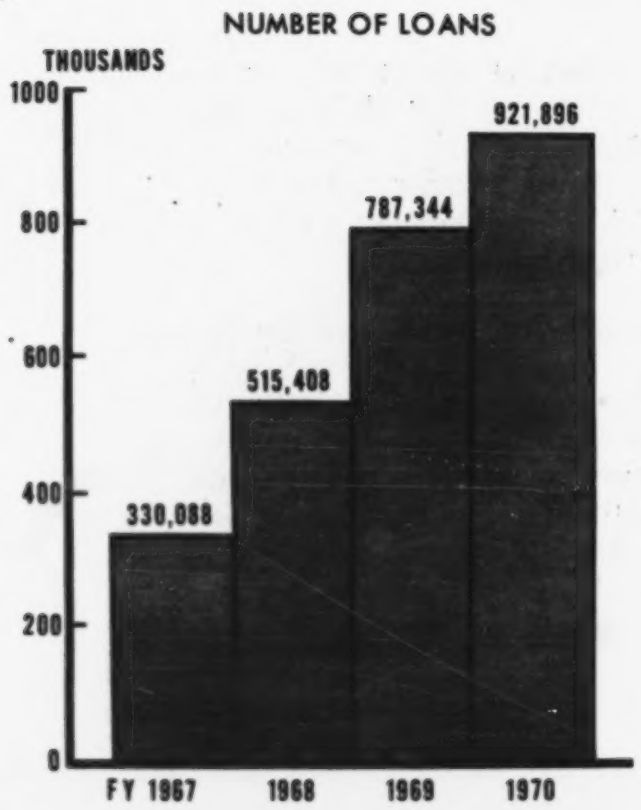
Non-Financial Assistance

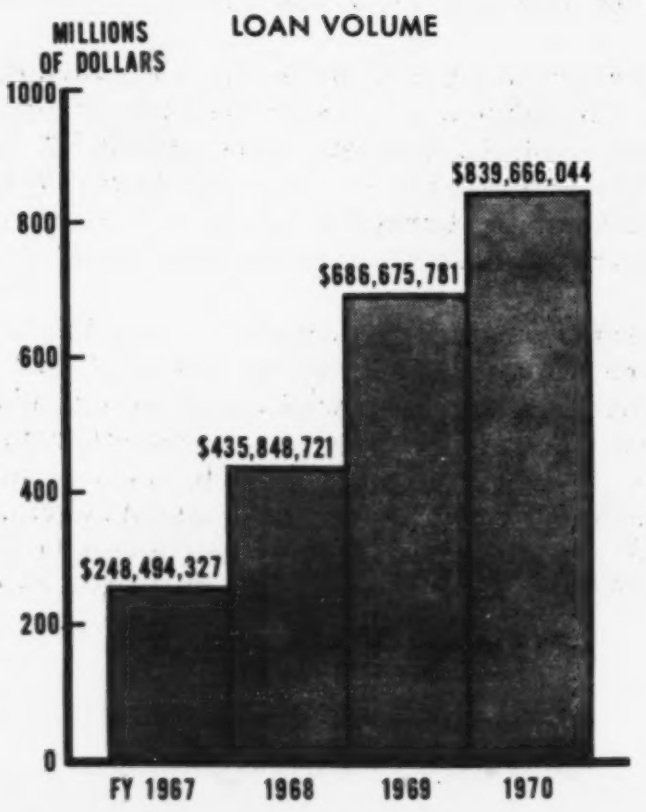
Under the Talent Search program in FY 70 some 140,000 promising young people from disadvantaged backgrounds were literally searched out, given guidance and counseling service, and motivated to continue on in their studies. It is hoped that 25 percent of these will keep up. The Commissioner contracts with either nonprofit or profitmaking groups to get the Talent Search job done.

On July 1, 1969, Upward Bound was transferred from the Office of Economic Opportunity to the Office of Education. Upward Bound provides tutorial and other assistance to high school students to prepare them for college work and life. As of the opening of the fall 1969 academic term, some 23,000 Upward Bound alumni had enrolled in institutions of higher education.

Office of Education

GUARANTEED STUDENT LOAN PROGRAM





Even in a period when interest rates were climbing, the number of Guaranteed Student Loans and their dollar value rose steadily.

A Special Services program for students already accepted by a college but facing difficulties stemming from previous economic, geographic, or other isolation, went into action in FY 70. Counseling, tutorial, career guidance, and other support was provided for about 30,000 educationally disadvantaged or physically handicapped students.

A Division of Student Special Services was set up in OE's Bureau of Higher Education to give Talent Search, Upward Bound, and Special Services uniform administration and insure that a maximum number of students were being effectively served. A long hoped for American dream -- elimination of a "means test" for higher education -- came much closer to realization in FY 70.

Aid to the Middle-Income Student

More than 900,000 students were aided in FY 70 by the Guaranteed Student Loan Program, half of them from families with an annual income between $9,000 and $15,000 a year.

Under this program students borrow from banks, savings and loan associations, or other commercial lenders. The Government may pay the

interest (up to 7 percent) on their behalf, but in any case it guarantees the lender against loss. In FY 70 $839.7 million in loans were guaranteed, with the average loan $860.

Attractive as the program is, it encountered problems in FY 70. There was a buildup of pressure from middle-income students for more loans. However, while interest was limited to an annual rate of 7 percent by law, the prime rate -- the interest rate that banks charge their most credit-worthy borrowers -- rose to 8.5 percent. Lenders had little incentive to divert their money to student loans, even with guarantees.

The Administration proposed -- and the Congress enacted -- the Emergency Insured Student Loan Act on October 22, 1969. The key provision is a "special allowance" to be paid to lenders when the program -- with its 7 percent interest ceiling -- cannot compete successfully in the money market. This allowance, subject to change quarterly, is a percentage (3 percent maximum) of the average outstanding principal of loans held by a lender. The rate fluctuated between 2 and 2.25 percent between August 1, 1969, when the program went into effect, and the end of FY 70.

CHAPTER IV: MANAGEMENT REFORM

The disparity between promise and achievement in education had widened enough by the beginning of FY 70 to cause disaffection not only among members of the public but also among government leaders themselves. President Nixon, recognizing this, said in the fall of 1969: "The legislative program of this Administration differs fundamentally from that of previous administrations...the watchword of this Administration: REFORM."

During ensuing months educational planning, evaluation, and data gathering were accomplished in that spirit, so that by the spring of 1970 the President had enough information to deliver a Message to the Congress exclusively "On Educational Reform," in which he said:

> In this field more importantly than in any other, I have called for fundamental studies that should lead to far-reaching reforms before going ahead with major new expenditures for 'more of the same.'

New Role of Evaluation

The Secretary of HEW, during a colloquy with members of Congress one year prior to passage of the FY 70 appropriations bill, said, "We put a very high premium on /the/ evaluation process...simply because we really don't know what is working and what is not working. With the present inadequate, uneven information that we receive on these various programs, we cannot come back to you /Congress/ with straight answers as to whether they are producing the results that are intended."

The Commissioner of Education, Dr. James E. Allen, Jr., told the staff of the Office of Education in the fall of 1969 that its first goal ought to be to "develop a nationwide strategy for maintaining a continuous process of improvement and relevance in American education." He then observed that this goal could only come about through "a systematic plan for linking the processes for change -- educational research, development, demonstration, evaluation, and dissemination...."

The FY 70 ledger shows an investment of $14.5 million for planning and evaluation. The FY 69 level was $1.2 million.

Experience in Other Agencies

The Department of Labor's Manpower Administration, in FY 70, obligated $5,750,000 in contract evaluations of MDTA (Manpower Development and Training Act), Work Incentive, and Economic Opportunity Act manpower training programs of on-the-job and pre-employment training.

In HEW's new Office of Child Development nearly $2.5 million was obligated for evaluation. Over half this amount went into continuing studies of Head Start. In May 1970 a $240,000 two-year survey and evaluation of Head Start was published, giving nationwide data on the impact of Head Start centers on community institutions. 1/

The Office of Economic Opportunity (OEO) obligated $850,000 for evaluation of its education programs, which ranged in scope from Project Newgate, an experimental project for penitentiary inmates, to the Navajo Tribal Council's Community College. OEO began -- with $130,463 -- a general assessment of programs designed to train teachers in adult basic education and completed -- with $116,522 -- a study of the effectiveness of special programs for the disadvantaged.

Management by Objectives Arrives

HEW spent much of FY 70 establishing a system of "management by objectives." Each manager was asked: "What do you hope to accomplish? What are your program objectives?"

HEW intended to focus on outputs, not inputs, on results and not on expenditures. If the results were not defensible, then the expenditures had to be questioned.

Toward the close of FY 70, the Secretary circulated a compendium of Departmental goals to guide program managers. Of the 18 "Departmental Goals for Operational Planning," 13 had direct connections to one or another of more than 100 legislated education programs; the remaining five (relating to environmental quality, consumer affairs, health delivery, and the aging) were clearly part of the educational setting.

From this effort came, for example, the Departmental goal "To develop a comprehensive and coordinated program to improve the availability of postsecondary career education programs of less than 4 years' duration." This goal was followed by a series of specific program objectives, such as the increased use of "postsecondary career-oriented institutions to train sub- and para-professionals in HEW-related program areas where there are manpower shortages." OE's cooperative education program to train students in health and medical technology was an example of specific administrative response to this.

The Operational Planning System (OPS)

The goals/objectives planning was carried on through a continuous

1/ A National Survey of the Impact of Head Start Centers on Community Institutions. Office of Child Development, U.S. Department of Health, Education, and Welfare, Washington 1970.

exchange of ideas between the Secretary and heads of all HEW's constituent agencies, including the Commissioner of Education. Beginning in March 1970, with the Secretary's statement of goals and the distribution of an "Operational Planning System Handbook," the work of OE's managers -- from Commissioner through line and staff down to Division directors -- became more closely related to OPS, defined simply as a "systematic way of assuring that day-to-day operating decisions follow and support policy."

National Assessment: What We Know

Coincidentally, in July of FY 70, the first results began appearing from one of the country's most ambitious education projects, the National Assessment of Educational Progress (NAEP) authorized by the 90th Congress.

The National Assessment was originally put together between 1964 and 1969 by the Carnegie Corporation and the Ford Foundation. These private agencies worked out the feasibility and overall plan. On July 1, 1969, the Education Commission of the States (ECS) assumed full responsibility for the Assessment. ECS members are Governors, chief State school officers, school superintendents, representatives of higher education, legislators, and lay leaders representing 43 States and Territories.

In FY 70 the OE's National Center for Educational Research and Development provided $2.4 million in support for it.

During 1969 and 1970 the beginning of the NAEP's "First Cycle" took place. Questions (or "exercises") on science, writing, and citizenship were asked of some 90,000 Americans -- 25,000 aged 9, 28,000 aged 13, 28,000 aged 17, and 10,000 aged 26 to 35 -- as good a cross-section of Americans -- their schools and their households -- as possible.

The First NAEP Reports

At the close of FY 70 a full national report on the science "exercises" was released, along with a partial report on the citizenship exercises. From these census-like data, the country began to get its first glimpse of its "Gross Educational Product."

The Education Manpower Assessment

Of additional help in educational planning is a series of reports on teachers, the National Assessment of Educational Manpower. A report titled The Education Professions, 1969-70, was published in FY 70.

Nearly 30 percent of those trained to teach do not go immediately into the classroom upon graduation, and at least 60 percent of those who do don't stay more than 5 years. Such data as these indicate the need for new and better ways of conducting the pre- and in-service education of teachers. The results of such changes are pointed out in the report's discussion of the Teacher Corps:

> "Surveys of the 1,300 interns who have graduated thus far show that they are remaining in education, and particularly in poverty-area schools, at rates well above the national averages. About 86 percent are in teaching, in education, or in social services, and more than 70 percent of those teaching are in poverty-area schools."

Coding, Terminology, and Software

To take advantage wherever possible of sophisticated data gathering systems OE, aided by 76 other public and private agencies and professional education organizations, developed a Handbook of Standard Terminology for Curriculum and Instruction in Local and State School Systems. The Handbook's 10-digit code for curriculum subject matter areas was approved in priciple in FY 70 by the National Bureau of Standards.

A set of codes was developed also for postsecondary educational institutions. The set was accepted by the Federal Interagency Commission on Education and is now standard both within and outside the government.

Immediately useful and also broad in scope is the Consolidated Program Information Report (CPIR), developed jointly by Federal and State education officials to collect information necessary for planning, evaluation, and statistical purposes. CPIR assembles dollar and enrollment figures on major elementary, secondary, and adult basic education programs. More will be said about CPIR in Chapter VI.

State and Local "Accountability"

To a marked extent, State and local education leaderships have accepted the challenge of "accountability" and of reforming State and local ways of doing things.

Although encouraged by Title V ESEA to invest heavily in comprehensive educational planning and evaluation, most States found themselves unable to forego what they regarded as more urgent functions until Section 402 of Public Law 91-230 provided them with separate resources. Late in FY 70 a $5-million appropriation for Section 402 offered each State $96,000 to be used for comprehensive planning and evaluation. Every State submitted an application within the deadline and received its grant. Most States proposed to create new (or vitalize existing) centralized planning and

evaluation (P&E) units. With availability of trained and qualified manpower a serious problem, virtually all States wrote in staff development plans. Virtually all States also wrote in proposals for extending their P&E staff development and for operational guidance to local educational agencies. A few confessed that some of their urban districts were further along in these directions than the State educational agencies themselves.

Most common starting points: Installation of more effective management information systems, adoption of program planning and budgeting systems, and determination of objectives for management.

Nine interstate projects on State Planning and Program Consolidation, begun in 1968 and funded under the special projects Section 505 of Title V, involved all the States. The projects concentrated on management training and administrative reform, established new lines of interstate communication and data sharing, and established professional competence in State education administration as a major concern of State administrators themselves.

The "Comparability" Issue

Title I ESEA funds are intended to supplement the education of disadvantaged children. They are to be placed on top of State and local funds supporting basic services to schools in areas with high concentrations of low-income families.

In fact, however, OE estimates that as many as 90 percent of the 16,000 school districts funded under Title I use these funds to bring Title I schools up to the same support level as non-Title I schools. In these cases Title I is supplanting, rather than supplementing, State and local funds.

The Commissioner of Education issued guidelines in July 1969 and February 1970 pointing out to school administrators the supplementary intent of Title I. On the recommendation of the Administration, the Congress formalized the Commissioner's action in Section 109 (a) (3) (C) of Public Law 91-230, enacted April 13, 1970:

> ...State and local funds will be used in the district of such /local public education/ agency to provide services in project areas which, taken as a whole, are at least comparable to services being provided in areas in such district which are not receiving funds under this title....

Guidelines to implement this statute were being drafted by OE as the fiscal year closed, for distribution to chief state school officers in the fall.

The Appearance of "Performance Contracting"

Percolating through the debates surrounding "accountability" and "comparability" has been the question of evaluating the ultimate product of the education system -- student achievement. We have found that the more we test students, however, the more we tend to learn about teachers. Out of the realization that "the tests test the testers" came the concept of "performance contracting" with a public or private agency to produce a measurable rise in student achievement and providing payment -- or no payment -- on the basis of that achievement.

The Texarkana (Texas) School District applied to OE for a grant to enter a performance contract to raise reading and mathematics skills among certain of the district's youths in the hope of reducing dropouts.

In May 1969 OE awarded Texarkana $270,000. The district -- as a corporation created by the State -- was to maintain policy control over the project but could subcontract the operation of an "Accelerated Learning Achievement Center" to a profit-making corporation. In June 1969 the district agreed to pay a subcontractor $135,000 to bring 200 students, behind by two or more grade levels in reading and mathematics, up to grade level by June 1970. A variety of instructional tools -- audiovisual aids, programmed learning, television, and FM radio among them -- were to be utilized.

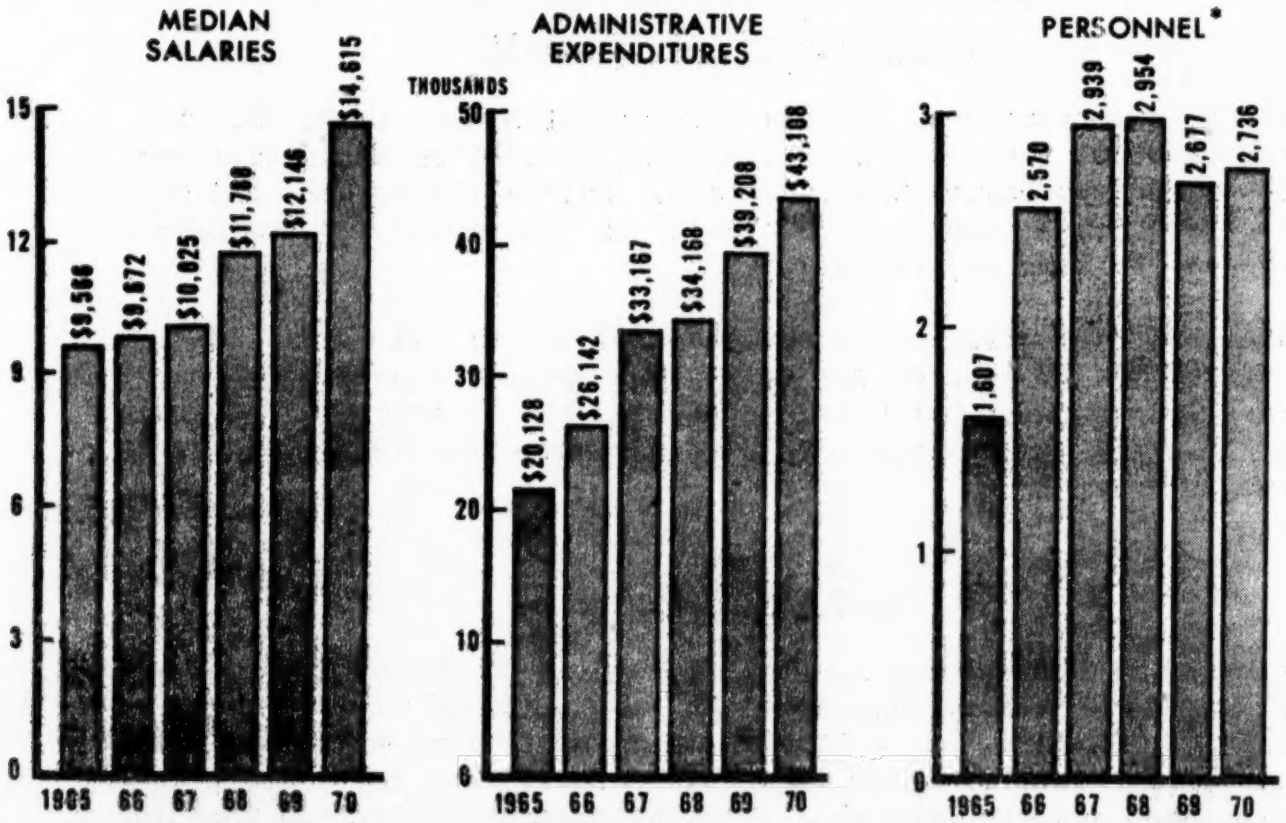
The subcontractor showed some success in the periodic testing of students until a third-party evaluator discovered that a significant number of students were being "taught to the test." Texarkana cancelled the subcontract but was sufficiently convinced of the potential of performance contracting that it chose another subcontractor from a pool of bidders. It convinced OE that the second phase of the project should be pursued at a cost of $281,000.

By the summer of 1970 approximately 150 school districts were reportedly considering a performance contract or had already signed one. Most of these arrangements involved profit-making organizations, which immediately raised concerns among the two national classroom teacher organizations. Meanwhile, the Office of Economic Opportunity announced it intended to invest up to $6.5 million in performance contracting among 21 school districts serving 28,000 black, Mexican-American, Indian, Puerto Rican, Eskimo, and poor white students in grades 1-3 and 7-9.

A week before the close of FY 70 OE contracted for a 16-month broad-scale evaluation of performance contracting, including the delivery of several special reports and a monitoring service.

Office of Education

MEDIAN SALARIES, ADMINISTRATIVE EXPENDITURES, AND PERSONNEL



Administrative expenses increased in OE in the period from 1966 to 1970. Personnel in 1970 numbered fewer than in 1967 and 1968. Median salaries increased in line with general Government compensation trends.

Are the Schools Able to Pay?

The President, in his March 1970 message, said, "The continuing gap in educational expenditures between rich and poor States and rich and poor school districts is cause for national concern."

The President devoted more than a third of his message to the "fiscal course of....educational planning for the Seventies." On the day of that message, March 3, 1970, Mr. Nixon signed Executive Order 11513, establishing a President's Commission on School Finance. The Order defined the Commission's function as "to study, and report to the President on, future revenue needs and resources of the Nation's public and nonpublic elementary and secondary schools."

Within 2 months, on April 13, Congress enacted P.L. 91-230, which provided for a National Commission on School Finance. Thus, by the end of FY 70 both the President and the Congress had recognized -- and had done something about -- the need for getting much more and much better information on school finances while reform of the entire enterprise is under way.

The Management of OE Itself

A series of organizational changes occurred within OE in FY 70. The most important of these was the clustering of similar activities and missions under new Deputy Commissioners. Within the Bureaus and Staff Offices, additional changes took place, joining people and programs directed at the same objectives.

The Bureau of Libraries and Educational Technology was established in February 1970. The concept was to apply a systems approach to instructional resources. The accent has been on reducing the "scatter" of Federal efforts in order to converge more directly and effectively upon the problems of learning.

What Is "Success"?

At the heart of the reform effort in education is the belief expressed by the National Advisory Council on the Education of Disadvantaged Children: "Educators must refine their methods of measuring 'success' and must at the same time identify, disseminate, and replicate programs that have been demonstrated successful by present evaluation techniques."

CHAPTER V: DISCOVERING THE PRESENT AND THE FUTURE

While an impressive start had been made by FY 70 on redressing the education imbalances within society, it was clear that the great legislative efforts of the sixties--by themselves--were not enough. "The idea of creating a set of 'programs,' and then expecting people to fit themselves into those programs, is contrary to the American spirit," President Nixon told Congress in August 1969. "We must redirect our efforts to tailor government aid to individual need."

Redirection...change...relevance...those terms apply to the shift of attitude on the part of Federal education agencies in FY 70. That attitude produced a number of important highlights in the life of the student, the teacher, the school, the curriculum, and the community.

Who--and What--Is a Student?

Basic research was one OE program that was "redirected" in FY 70. It was identified as a special program with its own mission and organizational unit within OE's National Center for Educational Research and Development.

OE-supported projects cover a wide range of topics, with heavy emphasis on discovering as much as possible about the human organism from the relationship between prenatal nutrition and brain development to "selective forgetting," from comparisons of perceptual capacities between retarded and normal children to infant-mother attachments.

Three panels of non-Federal scientists reviewed proposals for basic research in cognitive, affective, and sociological areas; they approved 43 grants for an FY 70 obligation of $2 million. An additional $900,000 of OE's FY 70 money went into 16 projects recommended by the Committee on Basic Research in Education named by the National Academy of Sciences and the National Academy of Education.

Data from this new research may help resolve conflicts in the "conventional wisdom" about children. The need to resolve these conflicts appears, for example, in an evaluation of Title I released in April 1970. This showed that about 750,000 youngsters--11.8 percent of all disadvantaged children--have no father at home; in big-city schools, one fourth of the enrollment may have no fathers. Absence of a father has been a criterion for deprivation. The new research may show to what extent a fatherless child is deprived.

The National Institute of Mental Health, (NIMH), in an epidemiological study of children with serious psychiatric impairment, found an expected correlation between such children and their mothers who had similar impairments. Unexpectedly, however, NIMH found that children without fathers had less impairment than children with "substitute fathers.

A innovative 5th grade course neared completion during FY 70. Underwritten by the National Science Foundation, "Man--A Course of Study" is based upon three questions: What is 'human' about human beings? How did they get that way? How can they be made more so?"

Hence, even as adults began learning more about the nature of children, children were to begin learning more about us all.

"Karotyping" 15,000 Males

HEW was involved in FY 70 in several areas having to do with delinquency, crime, and social deviance.

As one example, the OE Bureau of Educational Personnel Development launched a $150,000 program to train new professionals for the field of "correctional education," i.e., education within a correctional setting.

As another, NIMH began the fifth in a series of studies to determine the relationship between certain sex chromosome anomalies and behavior. In four projects the significance of the extra "Y" chromosome, found in some criminal populations, is being studied. The fifth project, begun in September 1969, is designed to "karotype" (show the graphic arrangement of chromosomes in a single cell) approximately 15,000 male children and youths. The $255,000, 3-year study will karotype 7,500 institutionalized delinquent and emotionally disturbed boys aged 8 to 18 and another 7,500 non-delinquent males aged 2 through 18.

The importance of these data cannot be underestimated. After accidents (auto, home, etc.), the leading cause of death among youths 15 to 24 is homicide.

The National Institute of Mental Health is supporting additional research in the behavioral sciences to give us new insights on the way young people react to authority figures, their conflicts in loyalties, the difficulties deprived children have in organizing their environment, and the causes of suicide among 15-to-24-year-olds--their fourth major cause of death.

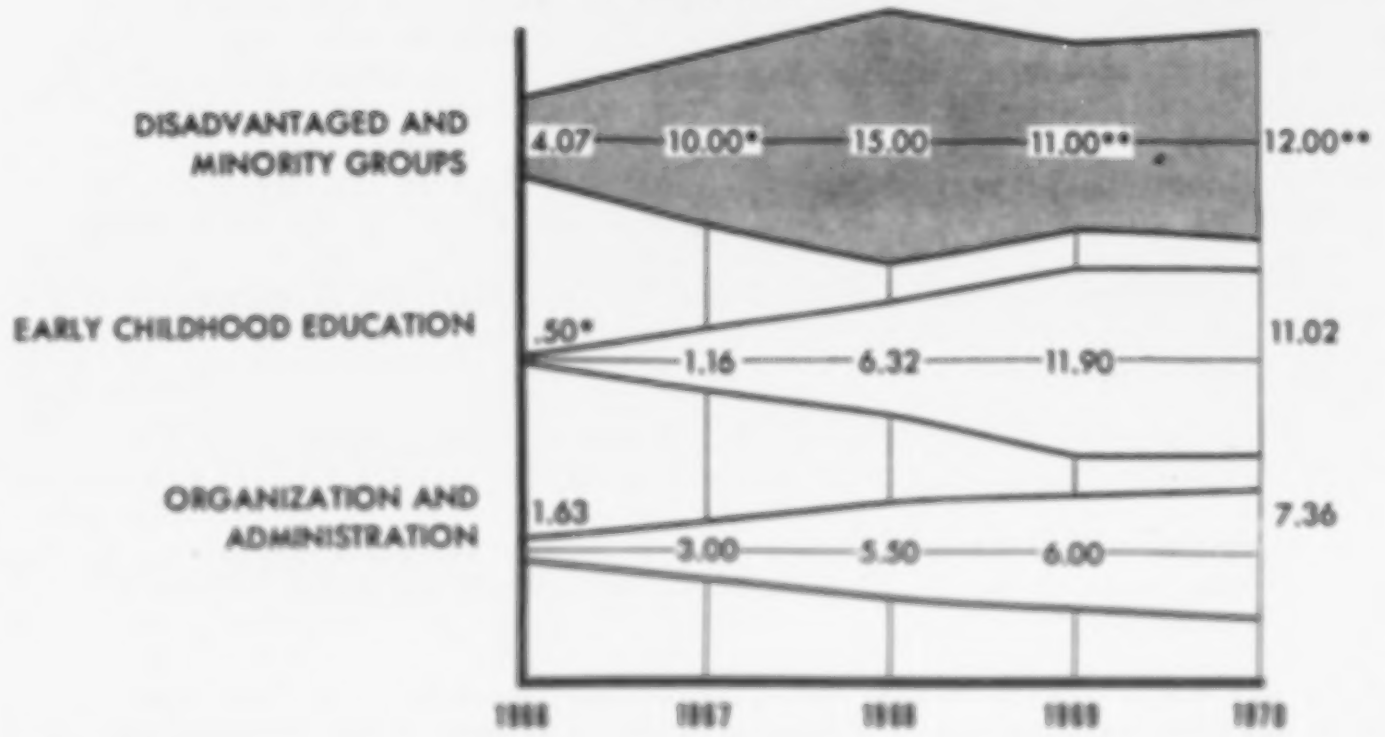
All together, NIMH spent some $26.5 million in FY 70 on education- or student-related research in behavioral sciences, delinquency, metropolitan problems, suicide prevention, and early child care.

Office of Education

EDUCATION RESEARCH INVESTMENTS IN SELECTED AREAS, FY 1966–FY 1970

(COOPERATIVE RESEARCH, VOCATIONAL EDUCATION RESEARCH AND TRAINING, AND MEDIA RESEARCH FUNDS)

In Millions of Dollars



* ESTIMATED

** IN FY 1966 AND 1970, EDUCATION OF THE DISADVANTAGED WAS A PRIMARY CONCERN IN ALL AREAS OF RESEARCH.

Total expenditures for research on disadvantaged and minority groups and on early childhood education were five times as much in FY 70 as in FY 66.

Another Year of Campus Unrest

Student behavior received attention beyond the research community. As of June 1970, there had been 7,200 campus arrests for the academic year -- up dramatically from the 1968-1969 total of 4,000 arrests. Twelve States passed criminal statutes among the 80 laws enacted to curb campus turmoil around the country. The suggestion was made in Congress that financial aid be permanently withdrawn from students convicted of criminal acts on campuses; the Administration turned back that suggestion as excessively punitive, administratively cumbersome, and without clear legal precedent.

In May 1970, during demonstrations against the Indochina war (specifically the invasion of Cambodia), four students were killed at Kent State; later two more were killed at Jackson State, events which were investigated by a commission appointed by the President.

Yet...Old Values and New Works Remained

The debate will last many years as to the true scope of the unrest during the 1969-1970 academic year; it was clearly not a television network's inspiration, neither was it the typical campus experience that year. Unrest was not widespread among the Nation's 2,500 institutions of higher education; possibly no more than 10 percent of the campus population was involved. Paradoxically, as the unrest continued to capture media attention, the average youth of postsecondary school age remained as rooted in American values and traditions as his forebears.

Four different poll-takers plumbed the value system of college and non-college youth at some time during FY 70 and found out the following:

* Approximately 72 percent of college students and 82 percent of non-college youths believed "competition encouraged excellence."

* 56 percent of students and 79 percent of non-students thought "hard work will always pay off."

* 75 percent of the students and 87 percent of the non-students believed "the right to private property is sacred."

There was still little reason for complacence, however. In late May 1970, another sampling on 50 campuses indicated that about 27 percent of the students interviewed considered themselves in the political and social center. But even there, four out of 10 "centrists" believed "it is possible to have a violent revoluation in the country which would overthrow the government."

Yet, student energies took other forms as well. OE allocated $700,000 in Cooperative Research funds to support 16 student- and youth-oriented projects. The majority were student initiated. The National Science Foundation, seeing that students were the moving force in its Undergraduate Special Projects Program, gave its first five FY 70 grants to student-oriented and -managed research projects. Because interest in environmental problems ran high in all proposals coming into NSF's Special Projects staff, the Foundation announced a new FY 71 program, Student-Originated Studies (SOS). The announcement was made on Earth Day, April 22, 1970.

The Year of the "Teacher Surplus"

When school opened in the fall of 1969, the increase in public elementary and secondary school enrollment was only 1.5 percent over the preceding year, while the increase in the number of teachers was 4.8 percent. The public schools reported over two million full and part-time teachers for 45.6 million students.

In June of 1970, a great many of the 1,200 colleges and universities that train teachers released statements indicating their teacher graduates were not being hired for the September school opening. According to the most current estimates from the National Center for Educational Statistics, there is now an excess of 85,000 new college graduates who are prepared to teach. Despite the surplus predicted from these nationally aggregated statistics, the latest National Education Association survey (conducted in late summer of 1970) found a total of 26 States reporting shortages of applications for regular classroom teaching jobs in rural areas. Six States report continued shortages in small cities; four in central urban areas. No States report shortages in suburban areas. In specialized areas, however, teacher shortages do occur in the areas of mathematics; physical and natural sciences; trade, industrial, and vocational courses; and programs designed to aid the disadvantaged. This last shortage is among the most acute. Additionally, estimates by the American Council on Education indicate that since 1968 both the overall number and the percentage of entering college freshmen who plan a career in education are decreasing.

The Poverty School Shortage of Teachers

Poverty schools, in which more than half the enrollment comes from households with annual incomes below the poverty line, are chronically understaffed. Inexperienced teachers affect a much larger number of pupils in poverty schools than they do in nonpoverty schools. Schools enrolling 50 percent or more Spanish-speaking pupils have the highest proportions of teachers without any postsecondary degree.

Congress amended ESEA in April 1970 to allow bonus payments to high-calibre teachers in Title I programs. The amendment did not increase the amount of money available to the individual school.

What Is a School Anyway?

During FY 70 the Government focused attention on the nature and context of the American school, which purportedly serves disadvantaged students. OE completed a study of the Nation's schools, a followup on the 1966 study concerning "Equality of Educational Opportunity" (known as the "Coleman Report" for its primary investigator and author, Professor James S. Coleman).

FY 70 study reviewed the original data collected on 650,000 students and their teachers and principals in 4,000 schools across the Nation. Over 40 percent were minority students. From the statistics came a new set of generalizations of some value: The influence of the school cannot be separated from that of the student's social background--and vice versa. Moreover, the common influence of the school and the student's social background exceeds either of their distinguishable influences.

Clearly in this FY 70 study the Government got a direct warning on the efficacy of poverty programs directed at unchanging poverty schools. It also got an inkling of the methodology necessary to begin measuring with some hope of accuracy the effectiveness of a school as a place to learn. Probably most important for the immediate future, the study underscored the pressing need for stronger school-home and school-community partnerships.

The Career Opportunities Program (COP)

The newest and potentially the most significant development in the area of school-community relations, based upon the formation of a "new breed" of teacher, was the start of the Career Opportunities Program. COP recruits community people into a work-study program designed to enable trainees to enter the profession at various levels, from classroom aide to fully certified teacher. With an initial allocation of $24.3 million, the 130 COP projects have shown marked success toward achieving greater community involvement, as well as enriching the education profession. The 8,000 COP "education auxiliaries" have less than a baccalaureate degree; 12 percent do not have a high school diploma. Three fourths of the auxiliaries are in elementary schools, supported by teacher-training institutions and directly employed by school districts.

This unique three-way partnership of community, university, and school district is institutionalized in COP Community Councils. A fifth of the Councils chose community representatives to be their project directors; of the total number of directors, 56 percent are less than 40 years of age.

Who Is a COP "Auxiliary"?

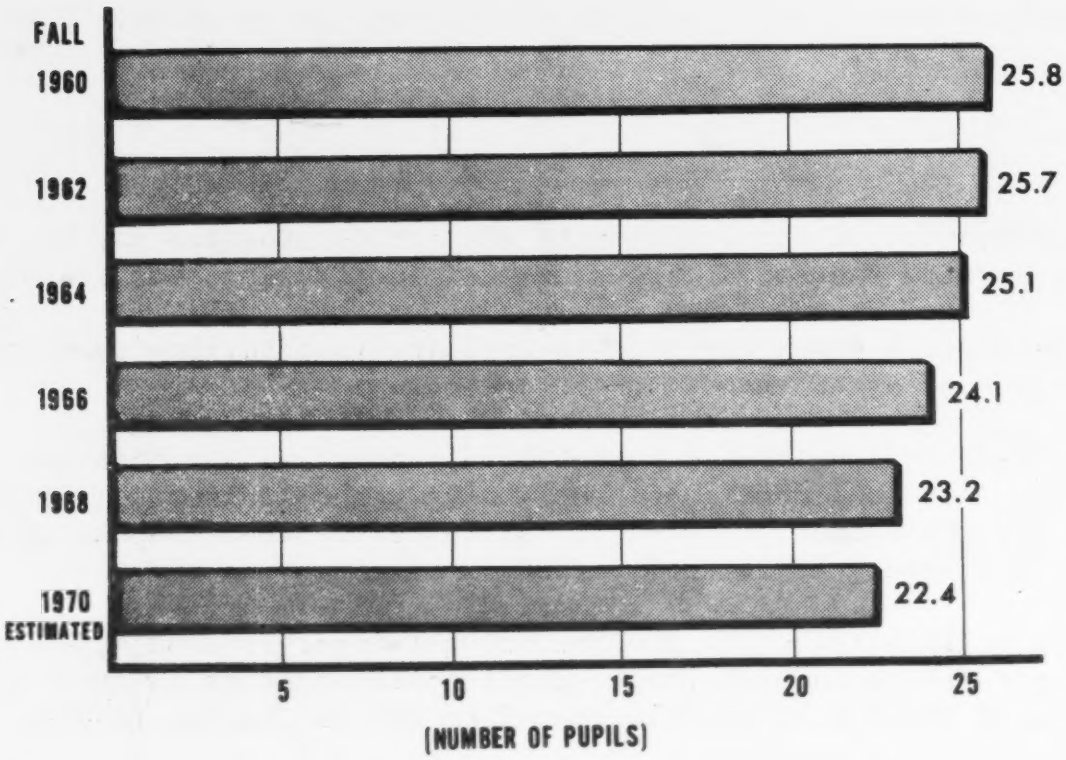
COP auxiliaries are "high-risk" people in that there is little in any of their personal, family, or job histories to indicate they can "make it" in the world of education. They are predominantly black (60 percent), with a strong contingent of white (26 percent) primarily in the Ozark and Appalachian regions; the remainder (14 percent) are Spanish-surnamed or Indian. One out of eight in FY 70 was a Vietnam veteran.

Low-income community people are not brought into classrooms to exercise discipline; they participate in teaching, administration, counseling community liaison, and other roles new to--but also vital to--the American school. COP personnel are also brought into a concurrent teacher-training program moving them along from teacher aides to assistant teachers to interns and eventually to fully certified status.

The aforementioned study of the Nation's schools showed a strong bias for higher student achievement where the community was closely identified with the school and where students had a better sense of self-worth, particularly if they saw one of their own neighborhood people given school employment status. The COP projects are 130 variations on this basic, important theme.

Office of Education

TEACHER-PUPIL RATIO IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS: UNITED STATES, FALL 1960 TO 1970



The teaching load has declined by more than three pupils--13 percent--per teacher in elementary and secondary schools since 1960.

More Parental Involvement Desirable

Following Congressional intent, and urged on by the National Advisory Council on Education for the Disadvantaged, the Office of Education amended regulations governing Title I projects to mandate "maximum practical involvement of parents of educationally deprived children in the area to be served." This involvement would be in the "planning, development, operation, and appraisal of projects, including their representation on advisory committees which may be established for the local Title I program." The amendment was published in November 1968.

During 1969 and 1970, Congress and the Administration sought to apply the specific parental and community leadership experience of Head Start Councils, Follow Through, and Model Cities to the larger Title I program.

In May 1970, the HEW Office of Child Development published a special report indicating that Head Start, by itself, had already been involved in 1,500 identifiable institutional changes in 58 selected communities. Food distribution, health service, public safety, and other community services had been affected.

A section of Public Law 91-230 again instructed the Commissioner of Education to promulgate regulations to encourage, increase, and institutionalize the role of "parents of children to be served." By mid-summer, such regulations were being drafted.

New Teachers for the New Schools

Laudable and hopeful as these community and parent programs may be, they do not provide the solid, broad base of instruction that is needed.

That base must still come from teacher-training institutions committed to the infusion of excellence into our schools.

Among the recent initiatives in professional education has been the "TTT" program, designed to bring about change among Trainers of Teacher Trainers. One instructor, after all, influences between 100 and 150 future teachers during the academic year.

In FY 70, this $10 million TTT program brought together some 4,500 university professors and top-level school administrators in over 40 programs around the Nation to help transform and revitalize teacher education.

New ways of teaching teachers are also being employed. In "micro-teaching," an individual's performance in an actual teaching situation is recorded on videotape and played back. A few minutes of such "instant replay" on videotape can reveal to a teacher those elements that make or break him before children. Microteaching is now used in over half of all teacher training programs in the country, and packaged self-instruction materials, called "minicourses," are used by inservice teachers to improve their efficiency. Both microteaching and minicourses were produced with OE research and development support.

New Starts in Curriculum

In FY 70 the National Science Foundation took leadership in getting institutions to develop new graduate course offerings, new kinds of educational techniques and methodology, and to move more diligently into interdisciplinary studies. Of the NSF's $440 million FY 70 budget, $120 million went to the improvement of instruction in the sciences; of this amount the largest single bloc ($50 million) supported science at the precollege level, involving 50,000 instructors in teacher-training institutes, seminars, workshops, and curriculum improvement projects.

Through the Office of Education, a new course (on videotape) of "Patterns in Arithmetic" was used by more than 300,000 children in 15 States during the 1969-70 school year; field tests indicated a marked increase above national norms for first graders who had viewed the math programs.

Another program several years in development hit its stride in FY 70 also: Individually Prescribed Instruction (IPI). Fifty thousand students in the U.S., plus several other thousands in selected schools overseas, received IPI in mathematics, reading, spelling, science, and handwriting. IPI pulls together a systems approach to individualized learning.

Drug Abuse Education

Of all the projects in teacher training and curriculum development that occurred in FY 70, few attracted as much national attention, both in and out of Government, as projects concerning the abuse of narcotics and dangerous drugs.

President Nixon announced on March 11, 1970, the creation of the National Drug Education Program in OE. The program was funded with $3.5 million of reprogrammed FY 70 money. Funds were allocated on the basis of population between 5 and 17 years of age within each State, with a minimum grant of $40,000 and a maximum of $210,000 per State. In addition, four training centers were developed to conduct 4-week summer training programs for more than 325 teachers, students, law enforcement personnel, and community representatives from all parts of the Nation. Administered through State Departments of Education, the National Drug Education Program is operating in the 50 States, District of Columbia, Puerto Rico, Virgin Islands, Guam, and American Samoa.

The program was designed to reach and train a large percentage of educational personnel across the country by utilizing the multiplier effect. Ultimately, more than a million people in school districts throughout the Nation will have been reached through this program.

In addition, OE has been cooperating with other Federal agencies, such as the National Institute of Mental Health, the Office of Economic Opportunity, the Bureau of Narcotics and Dangerous Drugs, and the Law Enforcement Assistance Administration, to achieve greater coordination of efforts in attacking the causes and symptoms of drug abuse. For example, OE and NIMH, with funds in excess of $250,000 administered by the latter agency, jointly designed a series of films to be used in educational institutions for training and sensitizing educational personnel as to the motivations for drug abuse, the milieu in which drug use and abuse flourishes, and the alternatives which can be provided to alleviate these conditions. These films will be available for use by school systems by late summer or early fall with distribution provided through the efforts of both agencies.

The Department of Defense joined with Justice and HEW to continue a $150,000 national public education program put on as a public service by The Advertising Council.

The Models for Teacher Training

In the midst of great change, the need to deal on a large scale with the problems of teacher training and school transformation is imperative. OE invested $3.3 million on 35 grant projects to explore new staffing patterns in schools, particularly those patterns that join people with technology. Additional studies have been funded in Education Research and Development Centers at Stanford and the University of Texas to improve teaching and teacher education, and at the Universities of Oregon and California, the Stanford Research Institute, and Syracuse University to discover how to bring about change, how to evaluate change, and how to anticipate the problems of educational policy choice and decisionmaking in the last third of this century.

A $3-million research investment to develop 10 models of elementary teacher education programs was beginning to pay off in FY 70. Two features of these models are most prominent: an emphasis on proceeding in an orderly, planned manner, so that every action and decision is related to the ultimate goals of a model, and an emphasis on setting and using behavioral objectives.

Development of the 10 models emphasized these points:

(1) The good elementary school teacher is a "manager" of the learning process, guiding instrumentation, procedures, and people, rather than simply a transmitter of information.

(2) Structural and organizational traditions are ripe for change, with teacher-pupil workrooms, computer usage, individualized instruction, and heightened school-community interaction becoming more visible and important.

(3) Learning rates become progressively better among all students, as the instruction itself is more individually prescribed and the student assumes a greater share in the teaching-learning process.

"Portal Schools" to Tomorrow

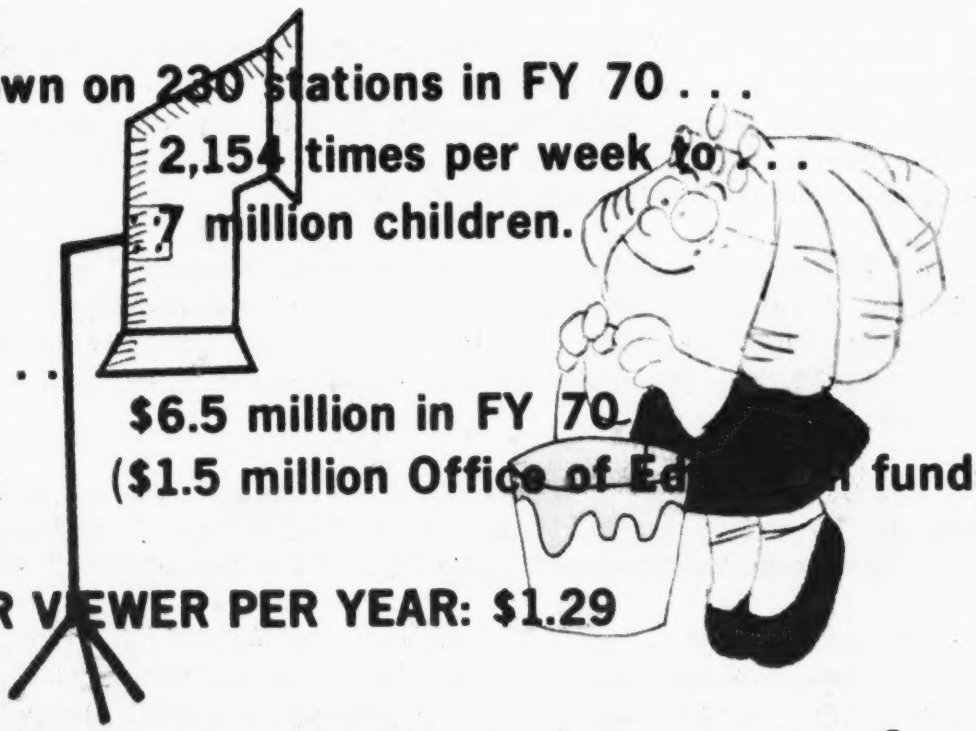
To smooth the transition from training to teaching, the models use special "portal schools" in cooperating school districts so that teacher candidates gain experience in the kind of teaching needed for the world of tomorrow. One of the conclusions of the October 1969 Teacher Corps

SESAME STREET . . .

was shown on 230 stations in FY 70 . . .
2,154 times per week to . . .
7 million children.

IT COST . . .
$6.5 million in FY 70
($1.5 million Office of Ed[illegible] funds).

COST PER VIEWER PER YEAR: $1.29



Sesame Street aims at children between ages 2 and 5, when intellectual development is active.

PHOTO: Children's Television Workshop

National Conference, was to make these "portal schools" prerequisite in a district requesting members of the Teacher Corps. The Corps was the Government's first formal attempt to bring teacher-trainers, student-teachers, and local schools together in a new, change-oriented relationship. The model elementary teacher development program sprang from that early initiative and is now the Corps' own favorite host.

Implementation of parts of the models began between May and December 1969.

Television--the "Other Real World"

To concentrate entirely on the school environment to effect higher student achievement is to ignore the overall dynamics of American life. One of these -- possibly the most dynamic -- is television.

There are approximately 89 million operating TV sets in the U.S., one third the world total. The average high school graduate has spent about 11,000 hours of his young life in school -- but 15,000 hours watching television. Hence, TV as an educational influence received more than usual interest by the Government in FY 70.

The 26-week, 130-program series called "Sesame Street," produced by the Children's Television Workshop, reached approximately 7 million preschoolers per week via 230 stations in FY 70. Of the total cost of $6.5 million in FY 70, OE support came to $1.5 million. The cost per viewer was $1.29 per year.

During FY 70 "Sesame Street" did more than teach numbers, geometric forms, and the alphabet to millions of children aged 2 through 5 -- which would have been achievement enough. "Sesame Street" also stimulated...

* A national program of Utilization Coordinators to promote new relationships between the "viewing audience" and community, civic, and business groups, as well as preschool, nursery, and day-care programs.

* New York City Youth Services Agency to train 240 teens to run "Sesame Street Day Camps" in their neighborhood.

* Washington, D.C. "Sesame Street Big Sisters" to take youngsters without TV at home to local neighborhood viewing centers and reinforce the fun of learning before, during, and after each program.

About half an individual's intellectual development takes place between birth and age 4. And that's most of the "Sesame Street" audience.

CHAPTER VI: THE "NEW FEDERALISM" AND EDUCATION

Reform and innovation among Federal education agencies were clear themes during FY 70. They were, however, insufficient of themselves to bring about true change and increased responsiveness by government. The President recognized the need to revitalize the Federal-State partnership as a way of giving new substance to reform and innovation. Mr. Nixon indicated to Congress that "important areas of government decision-making must be returned to the regions and locales where the problems exist."

In FY 70, the Office of Education distributed $2 billion -- over half its budget -- to the States in a variety of categorical accounts, which the States in turn distributed to local education agencies and institutions. At the same time, OE distributed an additional estimated $109 million to the State agencies themselves to strengthen their leadership capabilities and to cover some of the planning, evaluation, and other administrative costs that are part of the bloc-grant overhead.

Expanding Regionalization

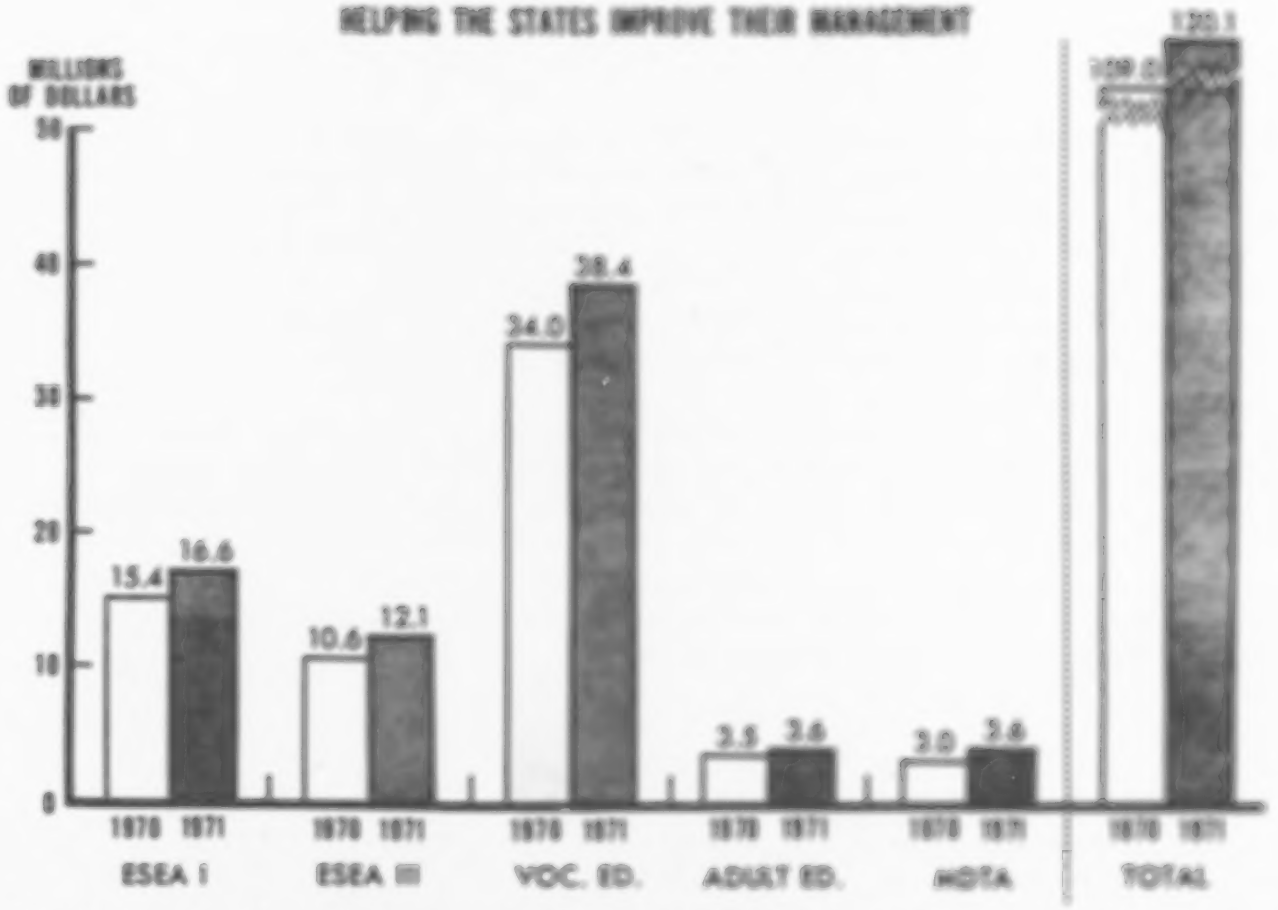
Money by itself, however, could not answer all the needs of a strong Federal-State partnership. By Presidential Order, 10 regional boundaries were established common to the Departments of Labor, Housing and Urban Development, and HEW, the Office of Economic Opportunity, and the Small Business Administration. New Regional Offices were set up in Philadelphia (a shift of HEW's Region III office from Charlottesville, Va.) and in Seattle, for the new Region X.

OE established 10 new positions of Regional Commissioners of Education, directly responsible to the Commissioner of Education, but exercising "administrative, technical, and programmatic direction for the review and approval of State plans, proposals, and amendments for regionalized programs."

As the decentralization -- or regionalization -- plans for education advanced, it was understood that the OE headquarters staff at Washington would begin to confine itself more to issues of national policy and program direction, Congressional relations, national constituency relations, and the planning and evaluation functions. The regions would handle the flow of funds and reports, conduct the required audits, provide immediate technical assistance, and in general produce a quicker response to client needs.

Office of Education

HELPING THE STATES IMPROVE THEIR MANAGEMENT



In FY 70 State education agencies received $109 million to help them improve their management. In FY 71 this will increase by 10 per cent, to $120 million. The chart shows increases for selected programs as well as the total increase.

Decentralization's History

Decentralization was not new in FY 70; it had been instituted, for example, to facilitate School Assistance in Federally Affected Areas back in 1950 and was applied to some of the activities under the National Defense Education Act of 1958. Following passage of the Elementary and Secondary Education Act of 1965, the White House Task Force on Education recommended further strengthening of regional OE offices.[1/] A study by the House Education and Labor Committee[2/] also recommended stronger OE staffing in the field.

1/ Recommendations of the White House Task Force on Education (Dwight A. Ink, Chairman). Washington, D.C., June 14, 1965, pp. 39-40 and Supplement G: Memorandum from the Chairman to the Commissioner of Education on Organization of Office of Education Field Offices. (Limited numbered edition).

2/ Study of the United States Office of Education Under the Authority of House Resolution 614. Report of the Special Subcommittee on Education (Edith Green, Chairman), 90th Congress, 1st Session, House Document No. 193. Washington: U.S. Government Printing Office, 1967, pp. 29-30.

The FAST Development

In late August 1969, the Department initiated an effort to streamline Federal requirements for State assistance. Studies were begun on Project Grants, Formula Grants, and State Plans. In OE, a Federal Assistance Streamlining Task (FAST) Force was established. Its prime charge was to review all OE programs (nearly $2 billion worth), group them as to common class (kind of grants, etc.), and begin to develop simplified, less time-consuming procedures for their handling at both the OE and recipient ends.

FAST approached a dozen major programs in FY 71 and, if Federal law permitted, developed an "assurance" agreement. Under this procedure the State "assures" the Federal Government it will abide by all program requirements; the detailed program plan is held by the State and reviewed by OE regional offices. Little in the State Plans had been useful to OE program directors. The assurance where legal, is a simpler and perhaps even a more binding "contract" between governments than was the long program narrative.

In three other respects, FAST made progress in FY 70: procedures for reviewing plans and projects have been streamlined; fewer -- but more substantive -- reports are required, further reducing the paper flow; and there are more multiyear applications, which give continuity to programs and reduce the amount of paper and the frequency and depth of review.

An Evaluation Partnership

Much of the success gained in Federal-State relations during FY 70 was built upon a base of candor and unity developed through the cooperative efforts of education officials from both levels of government participating in the Federal/State Task Force on Educational Evaluation.

The Office of Education and the Council of Chief State School Officers agreed in August 1968 on "their common concern for effective evaluation of elementary and secondary education programs in the United States." The initial work plan of the Task Force was approved in June 1969, and FY 70 became the first full year of intensive effort in three general areas:

* "Jointly, to develop and install a common survey instrument" that matches both OE and State education agency management systems. (This resulted in the Consolidated Program Information Report, or CPIR, referred to in Chapter IV.)

* "Jointly, to develop and install pilot training programs for evaluation personnel in State and local education agencies."

* "Jointly, to develop and implement a long-range program of general and evaluative information" about the schools.

By the close of FY 70 Task Force efforts had resulted in:

* A trial run of CPIR for FY 69, using data collected from a national sample of local education agencies on pupils, staff, and expenditures by both pupil population group and services provided.

* The Elementary School Survey, which gathers specific program information from a nationally representative sample of school districts, teachers, pupils, and administrators in elementary education, making it possible to assess better the effectiveness of Federal education aid programs.

The "State Management Reviews"

The Office of Education continued its State Management Review program for the fifth year during FY 70. A Review involves the dispatch of an intensively trained 8-to-15 member team to a State department of education for a week's observation and discussion. Although begun in the Bureau of Elementary and Secondary Education as a bureau-wide activity, the Review teams have been expanded to include personnel of other OE line and staff units, as well as from the regional offices.

Thirty States were visited under this program by the end of FY 70; all States will have undergone review within a 5-year period, when the cycle will begin anew. The reports of these Reviews indicate the specific managerial problems faced by the State educational agencies, and suggest how these problems may be solved. Although the reviews are technically confined to State conduct of federally supported programs, most chief State school officers invite examination of their total administration, since it is virtually impossible to segregate the one from the other. The review teams bring from State to State exemplary practices they encounter, as well as solutions already found to problems which beset other States.

Experience with Title III ESEA

In FY 70 control and funding of all Title III, ESEA, supplementary education centers was transferred from the Office of Education to the States, according to Congressional intent of the 1968 ESEA amendments. However, as the transition was taking place, it became clear that many States did not have the money, time, or personnel to run the centers. In many States the supplementary education centers were converted to regional planning centers and taken out of local hands for a different educational purpose. In P.L. 91-230 Congress authorized the Commissioner to spend 15 percent of a State's Title III allotment to insure new innovative projects there.

A total of $169 million in Federal funds was earmarked for education of the handicapped in FY 70. This program was highlighted by a concept of "mutuality of planning" between the States and the Federal Government. OE personnel and consultants met with State personnel in regional workshops to develop plans and program objectives and then to set target dates for accomplishing those objectives. The Federal Government advocated child-centered, total State planning that brought personnel in handicapped and special education programs together with those in vocational education and rehabilitation, child development, Medicaid, and child health and welfare services. The Office of Education took on its own "accelerated demonstration strategy" in FY 70, investing in major research and development projects from which State and local agencies could draw solid information and support.

Neither Congress nor the Executive Branch has been eager to usurp the role of the professionals in the field -- or of the States either -- in determining what a handicap is. In FY 70, the Bureau of Education for the Handicapped emphasized, "It is the responsibility of each State educational agency to establish definitions of handicapping conditions to be applied within its State."

In FY 70, about $37.5 million went to State-operated and State-supported programs for the handicapped. Most of the other funds -- for teacher training, early childhood projects, vocational education set-asides, and other programs -- were expanded in providing services to handicapped children within the regular school and community setting. Nevertheless, of the estimated six million children with handicaps, about 3.8 million were receiving no services at all in FY 70. After consultation with experts in the field, OE set as its target the provision of appropriate educational services to at least 60 percent of the handicapped aged 3 through 21 by 1976.

Three general factors were identified by the Office as being as important as in reaching that target:

- better methods for early and accurate identification
- more effective and efficient technology for treatment
- more sensitive, flexible educational policies and practices

A section of the June 1969 report of the National Advisory Committee on Handicapped Children recommended, "better methods of identification of those children in minority groups who should not be considered mentally retarded or emotionally disturbed but simply as disadvantaged; ...[and] that adequate compensatory programs be developed for the disadvantaged, instead of pursuing the present practice of assigning these children to classes for the mentally retarded or emotionally disturbed."

"Retarded" from 9 to 3

In August 1969, the President's Committee on Mental Retardation invited a number of leading experts in and out of government to confront some of the tough social, medical, and educational issues in mental retardation. Their report was titled "The Six-Hour Retarded Child," a reference to the feeling of most participants that the schools tend to relegate to "retarded" status the child who does not conform between the hours of 9 and 3 for 5 days a week -- although he may be "exceptionally adaptive to the situation and community in which he lives."

A participant from California stated the case bluntly: "The rate of placement of Spanish-surnamed children in special education is about three times higher than for Anglo children; the Negro rate is close to four times higher than the Anglo rate. The question must be raised: To what extent are children classified as mentally retarded when the true nature of their learning disabilities stems from environment factors?"

During FY 70, teacher organizations voiced serious concern about "disruptive" or "difficult" children; teacher contracts began to appear with clauses protecting teachers from attacks by such children. A protective clause in a contract, however, while helpful to teachers, does not do the essential tasks of identifying, diagnosing, treating, rehabilitating, and educating children who need help.

In P.L. 91-230, the previously-enacted legislation to support education of the handicapped was absorbed into the overall Elementary and Secondary Education Act and strengthened: media centers, two more deaf-blind centers (raising the total here to 10), identification and testing centers, and other diverse networks of assistance were placed closer to the populations to be served.

Early Identification of Congenital Defects

About 3.5 percent of all newborn children have a major congenital malformation: limbs, organs, systems. However, by the end of the first year of life, other children will demonstrate hitherto unrecognized or masked abnormalities; thus, about 7 percent of all one-year-olds have a major congenital malformation.

The "Rubella Babies"

As a result of the 1964 rubella (German measles) epidemic, some 20,000 children died at birth; but another estimated 30,000 children, born with congenital defects, survived and are among the six million handicapped in our school population. "Rubella babies" suffer from congenital heart disease, cataracts, blindness,profound hearing loss, severe mental retardation, enlarged livers and spleens, chronic pneumonia and diarrhea, low birth weights, and abnormal bone development and growth rates.

The next rubella epidemic is predicted to hit the United States ir 1971 or 1972. During FY 70, an intensive, nationwide child immunization program was launched, funded at $25.6 million. HEW's National Communicable Disease Center joined forces with the Association of State and Territorial Health Officers to get the job done. By the end of FY 70, 12.4 million children had been protected under the cooperative Federal-State immunization program. Counting children who had been immunized by private physicians or through other private programs, the total number of children protected as of the close of FY 70 was estimated to be 16 million. It is hoped that 60 million children will be immunized by the end of FY 74, reducing significantly the chance of women in their first 3 months of pregnancy being exposed to rubella.

"New Federalism" and Impact Aid

While the handicapped program tends to confirm the wisdom and utility of closer Federal-State partnerships, the School Assistance to Federally Affected Areas (SAFA), or the "impact aid" program, is still unresolved.

Enacted in 1950, the laws sought to ease the tax burden of property owners in districts serving children connected to military installations, to defense production in Government-owned facilities, to public lands (including Indian lands and National Parks), and similar Federal enterprises.

In P.L. 91-230, enacted in April 1970, Congress included two additional categories: children of refugees and children who live in low-rent "public" housing.

For fully half the life of the impact aid program, there have been attempts to make it more equitable. In FY 70, attention was placed directly on the eligibility of the so-called "3(b)" children.

In P.L. 81-874, category "3(a)" children have parents who live and work on Federal, tax-exempt property; they are enrolled, however, in the local school district. There is no real argument about their eligibility or the need to help the district pay the costs of their education. In FY 69, there were 359,000 children in category "3(a)."

The Issue of the "3(b)" Children

Children in section "3(b)" live with parents who are federally employed but reside in private homes or other properties yielding local school taxes. There were 2.2 million federally connected "3(b)" children in FY 69; the payments to school districts for these "3(b)" children were the most glaring inequities of the program.

Congress appropriated $200,000 in 1969 for a study of impact aid; it was completed and sent to the Congress in December 1969. The study illustrated the high degree of overcompensation to many school districts and undercompensation to a few, an intolerable situation during this period of legislative, fiscal, and management reform in education.

Payments under P.L. 81-874 during FY 70 amounted to $520,581,000, the full amount appropriated to both "3(a)" and "3(b)" students but not for children in public housing or of refugee families. The fiscal year ended with continuing discussions of impact aid but no resolution of the issue.

CHAPTER VII: THE UNFINISHED AGENDA

Neither programs nor nations nor people live in fiscal year compartments; the device of the fiscal year is only that -- a device by which some order can be perceived among the many moving parts of contemporary history. Hence, it may be fitting to treat certain FY 70 issues and events that may be more fully understood and discussed in FY 71.

Higher Education: A Foundation for the Future

A number of surveys of higher education were carried out in FY 70 indicating that colleges and universities were sliding steadily into large deficit budgets.

The Federal Government had long employed higher education for a variety of national assignments but now declined to invest as heavily as before. Seeing, as partial results of this decision, the closing of medical and dental schools, restrictions on nonresident enrollments in State schools, reduction of faculty, and withholding of tenure, the Government tried a variety of stopgap measures for redress and relief. These often mirrored the errors of the past.

The President told the Congress, in his Message on Higher Education:

> "The time has come for the Federal Government to help academic communities to pursue excellence and reform in fields of their own choosing...and by means of their own choice."

The Government ought to assume, President Nixon said, that the choices of higher education would usually coincide with general national need. To demonstrate good faith, the Federal Government would establish a National Foundation for Higher Education to do for colleges and universities what the National Science Foundation has done for basic research facilities and the National Institutes of Health for hospitals and clinics. The Foundation would be the advocate of higher education within Government, pressing the value of campus excellence, reform, and innovation without a Federal leash.

The legislation to create the Foundation was not debated in FY 70. The issues which prompted the suggestion nevertheless remain.

The Traditionally Black Colleges

The problems which beset higher education fall with particular force upon the traditionally black colleges. Mainly private and church related, generally lacking large endowments and wealthy alumni, these institutions rely heavily upon student tuition as their primary source of income. Because tuition usually pays no more than half the cost of educating a student, severe dislocations have been caused on black campuses by the recent inflation of academic salaries, construction costs, and operational requirements.

With a few outstanding exceptions, black institutions have not participated to any extent in Federal scientific research grants and contracts. They are almost entirely undergraduate institutions, lacking graduate research and training components.

Since passage of the Higher Education Act of 1965 (HEA), Federal funding of black colleges has markedly increased but has centered largely on student aid and the Developing Institutions Program administered under Title III HEA. Title III allocated 57 percent of its funds to black colleges in FY 70, or $17 million.

Student aid comprised 45 percent of the total amount of Federal assistance to black colleges, against 21 percent for all institutions.

A total of almost $125 million was distributed by Federal agencies among more than 100 black institutions in FY 70. This was a 16 percent increase over FY 69 and represented 3.4 percent of total Federal expenditures for higher education ($3.7 billion in all). Ten black institutions, however, received more than one third of the funds: Howard University, Meharry Medical College, Tuskegee Institute, Wilberforce University, Bishop College, Southern University, Florida A & M University, North Carolina A & T University, Texas Southern University, and Federal City College in Washington, D.C.

The Office of Education provided 68 percent of the total Federal support, or $84.6 million.

About a third of the 522,000 black college students are concentrated in traditionally black colleges, most of them located in the Southeastern States. Despite emphasis upon integrated enrollment nationwide, these institutions continue to account for some three fourths of all black college graduates. Their precarious condition is of continuing concern to the Administration.

New Data for Education

Several attempts have been made over the past 10 years to reorganize and rationalize education research and development, the creation of new resources.

With more than 52 million students to be served -- and with a goal of individually prescribed service -- the dollars annually provided for research -- though in excess of $100 million -- are totally inadequate. President Nixon therefore proposed in FY 70 a National Institute for Education to bring into adequate focus the research needs of our schools. Research should move in tandem with new developments in teacher training, school organization, community involvement, and finance. The Institute would be a self-starting, self-defending agency, arriving at a most auspicious moment.

Federal Aid to Nonpublic Schools

In the fall of 1970 the nonpublic elementary and secondary school enrollment was 5.6 million, while the nonpublic higher education enrollment was 2.1 million. Taxpayer litigation and voter referendums have challenged a broad range of Federal and State aid to nonpublic schools and to students and services in those schools.

When the President and the Congress established the national commissions on school finance, each asked that the question of public aid to nonpublic education be researched and reported.

Desegregation and Emergency School Assistance

This was the 17th year after the historic Brown vs. Board of Education of Topeka decision, which struck down the "separate but equal" concept of public education. Much progress toward school desegregation has been made -- but the job is far from done.

During the last half of FY 69 the Equal Education Opportunity Program (EEOP) staff in the Office of Education received 1,905 requests for help under Title IV of the Civil Rights Act, which provides technical assistance for desegregating districts. This represented a significant increase in pace for such applications. (The total for all of calendar year 1967, for example, was 1,400.) The Federal courts placed 128 districts in eight States under orders to desegregate and requested EEOP help for those districts. September 1969 was to be the deadline for desegregating dual systems, except for districts with a majority of black students or where construction delays intervened. By September 1970, all school systems were to be desegregated.

On July 3, 1969, the Attorney General of the U.S. and the Secretary of HEW issued a joint statement beginning with this sentence: "This Administration is unequivocally committed to the goal of finally ending racial discrimination in schools, steadily and speedily." The statement served to tighten coordination of enforcement efforts by HEW and Justice, the agencies with primary responsibility for school desegregation policy.

Statistically, progress could be seen. In 1967 about 14 percent of the Negro student population in the 11 Southern States were attending majority-white schools. In 1968 this rose to 20 percent. During the 1969-70 school year it went up again to approximately 27 percent. This progress was accomplished despite a low level of Title IV funding -- $10.7 million in FY 69, raised to $19.2 million in FY 70.

In FY 70 OE's Division of Equal Educational Opportunities supported five distinct program activities:

* Direct technical assistance from Office of Education staff.

* Technical assistance and institute training in university school desegregation assistance centers.

* Technical assistance units in State education agencies.

* Grants to local school districts.

* Training institutes in universities.

Division staff located in Washington and six OE regional offices, in 17 university school desegregation assistance centers, and in 26 State education agency units, responded to more than 6,600 requests for technical assistance for 1,450 different school systems.

Title IV funds supported training for educational personnel through institutes sponsored by 16 university school desegregation assistance centers, grants to 111 local education agencies for inservice programs, and six university institutes other than those in the centers.

It is estimated that 17,000 teachers and other school personnel received training in the university institutes and local school district inservice programs. About 66,870 such personnel were reported to have been included in diverse kinds of training programs sponsored by the centers.

In FY 1970, as in previous years, the bulk of the Division's effort was expended in the Southern States. Approximately 75 percent of program funds were allocated for activities to assist schools in the 17 Southern and Border States; the rest was used to aid school districts elsewhere in the country. More than three fourths of all school systems requesting and receiving technical assistance services were located in the South.

Emergency School Aid Act of 1970

By mid-spring of 1970, some 220 school districts were under court order to desegregate by September; 496 districts were in negotiations with HEW on acceptable plans begun in 1968 or 1969, phasing into completion;

and some 500 school districts in the North and West were coming under review for possible violations of Title VI, the enforcement provision, of the Civil Rights Act.

The President recited those figures to the Congress on May 21. "Quite beyond these matters of enforcement," he said, "we must also come seriously to grips with the fact that, of the Nation's 8.7 million public school students of minority races, almost 50 percent are in schools with student populations made up of 95 percent or more minority pupils."

The President also pointed out in May that "Desegregating districts face urgent needs for teachers, education specialists, materials, curriculum revision, equipment, and renovation."

"Teachers and education specialists for the fall of 1970 are being recruited now," the President continued, adding, however: "Materials and equipment must be purchased this summer to be on hand for the opening of school. Curriculum revision requires months of preparation. Contracts for renovation must be entered into and commenced soon."

With this note of urgency, the President asked Congress to enact the Emergency School Aid Act of 1970, authorizing $1.5 billion to be spent over 2 years to assist school districts in meeting two problems, those caused by desegregation and those caused by racial isolation.

Recognizing that the Emergency School Aid Act would probably not be passed in time for the 1970-71 school year, the Administration requested $150 million in appropriations under existing authorities in the FY 71 budget to launch an Emergency School Assistance Program to aid in the desegregation of local school districts. 1/

National Origin Minority Program

As FY 70 came to a close, the Department's Office for Civil Rights indicated it would give new emphasis to dealing with "school discrimination against national origin minority groups -- the Mexican-Americans in the West and Southwest, the Puerto Ricans in the East and Northeast, the Chinese and Japanese of the West Coast." The Secretary announced a new policy statement prohibiting specific types of discrimination based on national origin. The central focus of this program is English language skills for non-English speaking children.

Teacher Training

The Teacher Development for Desegregating Schools Program, begun in FY 70, will assume more prominence and promise. It provides funds for training to renew and enhance the professional skills of educational

1/ In August 1970 Congress appropriated $75 million for this purpose.

personnel who serve or will be serving in recently desegregated schools. Other kinds of assistance are being marshalled for obtaining quality education for all children. As the President has said: "We must not permit the controversy about the progress toward desegregation to detract from the shared purpose of all -- better education and especially better education for the poor of every race and color."

CHAPTER VIII: ADVISORY COUNCILS TO EDUCATION

In Public Law 91-230, enacted in April 1970, the Congress instructed the Executive Branch to establish six Office of Education advisory councils, enlarge one already established, and assist States in establishing a number of their own. On the other hand, Section 438 of the law instructs the Commissioner of Education to review the work of each advisory council at his service and "abolish such advisory council or combine the functions of two or more advisory councils" if he considers such action in the public interest. The Commissioner is to report this to Congress by March 31 of each year in the Commissioner's Annual Report and his recommendations will take effect within 90 days "unless there is an objection to such action by either the Senate or the House...."

The Record and the Rationale

During calendar year 1970 OE had 28 advisory councils of record, 21 with statutory origins. Only 23 could be considered active; some were authorized late in the year, while others established in past years had ceased to function altogether. Most of the 23 active councils do not have full membership, either through administrative delays in Government or through personal decisions of nominees not to serve any longer or at all. Eleven councils have members but neither a chairman nor a staff; eight of these did not meet in 1970 and have advised OE that they may therefore not report. Of the eight, four are statutory advisory councils with members and would seem to be in conflict with Section 436 of P.L. 91-230, which states that each council shall meet "not less than two times each year." The call is to be from the chairman, however, which could not happen for 11.

Of the total of 28, only seven or eight will produce a record of some value to the Federal Government. There is no common feature among these seven or eight to make their experiences replicable by all others.

A review of the nature of these councils -- including the councils established in calendar year 1970 -- shows that they have been generally established complementary to programs enacted into law. Congress had wisely sought to bring non-governmental advice and counsel into the service of the Executive Branch by creating such statutory advisory councils.

This was manageable when the Federal Government had a handful of major national education programs to administer: support of public libraries, vocational education, some cooperative research, and payments to land-grant colleges. Today, however, there are more than 100 programs, with much overlap, interdisciplinary administration, convergence strategies for gaining cost-effectiveness, and other complexities of modern management.

Joining Councils with National Objectives

As much of the foregoing report illustrates, the Government's education and training agencies serving children, youth, adults, and families are concerned with identifying national objectives and with achieving them through available statutory authorities. The competition among program managers within Government should no longer be to enlarge budgets and personnel but to get a job done -- to achieve an objective -- in the most efficient, effective, and economical manner. Policy planning, program administration, budgeting of resources, and evaluation follow this approach. Advisory councils do not. It is necessary for the Government, therefore, to continue to gain the assistance of advisory councils within the framework of contemporary public administration.

This can be done and should be started immediately. The recommended course of action is presented here:

FIRST, there are a minimum number of general areas of concern for which outside counsel would be very useful. These are:

* Education for the Disadvantaged and Handicapped.
* Innovation and Resource-Creation.
* Management Improvement and Organizational Reform.
* Manpower for Education.
* Finance.
* Intergovernmental Relations.

These are not arranged according to priority; they are all important to all sectors of the educational enterprise. Each area, however, needs expert attention; current information, fresh ideas and insights, and responsible, continuous participation. Each also has its cluster of vital objectives which the Federal Government pledges to fulfill. Many of these have been discussed in other chapters of this report.

SECOND, the connotation of a "national" advisory council is that it meets and discusses only at the summit. Such a connotation is unfortunate, since it eliminates the continuous, on-going relationship with issues and objectives that give true substance to "advisories." Hence, with the same funds now allocated for two dozen random councils to meet intermittently (if at all), it would be possible to have fewer but more substantive councils supported with staff, training, travel funds, and a small budget of discretionary project money to carry out a year-round program of contributions to the Commissioner, the Secretary, and the President. Models for this type of council exist and can be refined for more significant implementation.

THIRD, the growth of education as a major employer, purchaser of goods and services, and provider of services to a variety of clienteles cannot be overlooked in any discussion of advisory councils. The term "industry" has been applied to education, particularly as it affects the dimensions of the Gross National Product. Hence, the more narrow (or vertical) councils -- like OE's present ones, tied closely to specific program areas -- tend to reflect "industry advisory councils" found among various departments and agencies of Government dealing with commercial business and industry. We should direct future advisory councils -- few in number, broad in scope --away from special interests and toward national objectives.

Five-Point Program of Action

With the above considerations in mind, we believe this would be a proper time to freeze the establishment of, and appointments to, any advisory councils serving education. This suggested "freeze" should last no longer than December 31, 1971. On that date, the Office of Education should propose to the Congress a program containing the following elements:

1. Recommendations for new advisory councils related to the broad national objectives described in the paragraph designated FIRST, above.

2. Formal notice of abolishment of councils no longer useful under the new approach.

3. Recommendations for statutory language, including organization, membership, and funding, for the establishment of the new councils consistent with law and Congressional intent.

4. Recommended statements (or "charters") of need, duties, and responsibilities of the councils.

5. Recommendations for standardized annual reporting by the councils to the President and the Congress, consistent with schedules of reports already required of Federal education agencies.

A small staff of Office of Education personnel has already begun work on the above 5-point program.

Councils which were in existence during calendar year 1970 and which would be subject to the "freeze" described above appear in the Appendix.

APPENDIX

Office of Education
Public Advisory Committees and Councils

Calendar Year 1970

OE PUBLIC ADVISORY COMMITTEES/COUNCILS

CALENDAR YEAR 1970

The following statutory committees/councils were in existence during calendar year 1970.

Adult Education
College Library Resources
Developing Institutions
Education of Bilingual Children
Education of Disadvantaged Children
Education Professions Development
Environmental Education
Evaluation of Training in Vocational Schools
Extension and Continuing Education
Financial Aid to Students
Graduate Education
Handicapped Children
Library Research and Training Projects
Physical Education and Recreation for Handicapped Children
Research and Development
Quality in Education
School Finance
State Departments of Education
Supplementary Centers and Services
Vocational Education

NATIONAL ADVISORY COUNCIL ON ADULT EDUCATION

Functions: To advise the Commissioner in the preparation of general regulations with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State Plans under section 306 and policies to eliminate duplication and to effectuate the coordination of programs under this title and other programs offering adult education activities and services.

The Committee shall review the administration and effectiveness of programs under this Title, make recommendations with respect thereto, and make annual reports to the President of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to adult education activities and services.) The President shall transmit each such report to the Congress together with his comments and recommendations. The Secretary of Health, Education, and Welfare shall coordinate the work of this Council with that of other related advisory councils.

Meetings: No meetings during 1970

MEMBERS

Roberta Church
(Consultant, HEW)
1629 Columbia Road, NW.
Washington, D.C. 20009

Cleveland L. Dennard
President
Washington Technical Institute
4100 Connecticut Avenue, NW.
Washington, D.C. 20036

Ernest Green
Director, Joint
Apprenticeship Program
1520 Bushwick Avenue
Brooklyn, New York 11205

Leonard Hill
Administrative Director
Adult Basic Education
Nebraska Department of Education
Lincoln, Nebraska

Eric Hoffer
(Longshoreman)
1547 Clay Street
San Francisco, California

Anne D. Hopkins
4302 Wendover Road
Baltimore, Maryland 21218

Paul F. Johnston
Superintendent of Public Instruction
State Department of Public Instruction
Des Moines, Iowa

T. Kong Lee
President
Lincoln University
2158 Jackson
San Francisco, California

Thomas W. Mann
Assistant Superintendent
Division of Continuing Education
Office of the Superintendent of
Public Instruction
302 State Office Building
Springfield, Illinois

William G. Milliken
Governor of Michigan
State Capitol Building
Lansing, Michigan

Charles P. Puksta
(Mgr. of Training, Jones & Lamont
Machine & Tool Co., Springfield, Vt.)
6 Elm Street
Claremont, New Hampshire

Alfredo N. Saenz
Chairman, Visiting Teachers Service
Harlandate Independent School District
102 Genevieve
San Antonio, Texas

J. Harry Smith
Chief, Executive Office
Essex County College
31 Clinton Street
Newark, New Jersey

Harold Spears
Visiting Professor
Indiana University
Bloomington, Indiana

Marjorie Trombla
(Member, Board of Education)
109 South Atchinson
El Dorado, Kansas

ADVISORY COUNCIL ON COLLEGE LIBRARY RESOURCES

Functions: To advise the Commissioner with respect to establishing criteria for the making of supplementary grants to institutions of higher education to assist and encourage such institutions in the acquisition for library purposes of books, periodicals, documents, magnetic tapes, phonograph records, audiovisual materials, and other related library materials, and

With respect to establishing criteria for the making of special purpose grants for the same purposes to institutions of higher education that demonstrate a special, national, or regional need.

Meetings: No meetings held during 1970

MEMBERS

Thomas R. Buckman
University Librarian
Northwestern University
1937 Sheridan Road
Evanston, Illinois 62201

Jane G. Flenner
Assistant Director
Indiana University Library
Bloomington, Indiana 47405

Edward G. Holley
Director of Libraries
University of Houston
Houston, Texas 77004

David Kaser
Director of Libraries
Cornell University
Ithaca, New York 14850

Maurelee F. Newman
Associate Professor
Department of Library Science
Appalachian State University
Boone, North Carolina 28806

Dale H. Pretzer
Deputy State Librarian
Bureau of Library Services
Michigan Department of Education
735 East Michigan Avenue
Lansing, Michigan 48913

Charles Scribner, Jr.
President
Charles Scribner's Sons
597 Fifth Avenue
New York, New York 10017

Lora J. Wheeler
P.O. Box 191
Phoenix, Arizona 85001

ADVISORY COUNCIL ON DEVELOPING INSTITUTIONS

Functions: To advise the Commissioner:

with respect to policy matters arising in the administration of the Developing Institutions program, and

to assist the Commissioner in identifying those developing institutions through which the purposes of the program to raise their academic quality can best be achieved, and in establishing priorities for use in approving applications for participation in the program.

Meetings: No meetings held during 1970.

MEMBERS

Harold L. Enarson
President
Cleveland State University
Cleveland, Ohio 44115

John A. Middleton
President
Morris Brown College
643 Hunter Street, N.W.
Atlanta, Georgia 30314

Mary Williams
Route 4
Stevens Point, Wisconsin

Earl J. McGrath
Director, Higher Education Center
Temple University
304 Seltzer Hall
Philadelphia, Pennsylvania 19122

John U. Monro
Director of Freshman Studies
Miles College
Birmingham, Alabama 35208

ADVISORY COMMITTEE ON THE EDUCATION OF BILINGUAL CHILDREN

Functions: To advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including the development of criteria for approval of applications thereunder.

Meetings: March 9-10, 1970

MEMBERS

Theodore Andersson
Professor of Spanish and Portugese
and of Education
University of Texas
Austin, Texas 78712

Oscar Diaz de Villegas
General Agent
Litton International Publishing Company
355 Hostos Avenue
Hato Rey, Puerto Rico 00918

Barbara Sung Boon Kim
Speech Specialist
State Department of Education
Honolulu, Hawaii 96804

Robert Lado
Dean
Institute of Language and Linguistics
Georgetown University
Nevils Building, Room 455
36th Street at N, NW.
Washington, D.C. 20007

Hilario S. Pena
Supervisor, Foreign Languages
Los Angeles City Schools
Los Angeles, California 90115

Lois Cooper White
Teacher
Wheatley High School
415 Gabriel
San Antonio, Texas

Robert Beaudoin, M.D.
1008 Elm Street
Manchester, New Hampshire 03101

Gloria J. Battisti
Chairman, Deptment of Sociology
Notre Dame College
Cleveland, Ohio 44121

Agnes I. Chan
980 Sacramento Street
San Francisco, California 94108

NATIONAL ADVISORY COUNCIL ON THE EDUCATION OF DISADVANTAGED CHILDREN

Functions: To review the administration and operation of the Title I program (financial assistance to local education agencies for the education of children of low income families). Review will include the effectiveness of the program in improving the educational attainment of educationally deprived children.

The Council will report to the President not later than January 31 of each calendar year.

Meetings:
April 24-25, 1970
June 19-20, 1970
August 28-29, 1970
October 25-26, 1970

MEMBERS

Herman R. Goldberg(Chairman)
Superintendent of Schools
13 South Fitzhugh Street
Rochester, New York 14614

James Branscome
Director
Youth Leadership in Education
Appalachian Regional Commission
1666 Connecticut Avenue, NW.
Washington, D. C. 20235

Nelson Gross
Attorney-at-Law
Gross, Demetroakis and Donahue
1 Essex Street
Hackensack, New Jersey 07601

Alfred Z. McElroy
(Member, Port Arthur Independent
School District Board of Trustees)
341 Linkwood Drive
Port Arthur, Texas 77640

Robert L. Ridgley
Attorney-at-Law
Davies, Biggs, Strayer, Stoel
and Boley
1410 Yeon Building
522 Southwest 5th Avenue
Portland, Oregon 97204

Ralph W. Tyler
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

W. W.E. Blanchet
President
Fort Valley State College
Fort Valley, Georgia 31030

Pierre DuMaine
Assistant Superintendent of Schools
and Federal Aid Coordinator
Archdiocese of San Francisco
443 Church Street
San Francisco, California 94114

Vivian Lewis
Chairman
Department of Health, Physical
Education, and Recreation
Central State University
Wilberforce, Ohio 45384

Franklin D. Raines
Harvard College
Kirkland House G-22
Cambridge, Massachusetts 02138

Louis Rodriguez
Principal
Grant Elementary School
720 South 4th Avenue
Phoenix, Arizona 85004

Sheldon E. White
Professor of Education Psychology
Harvard University
Cambridge, Massachusetts

NATIONAL ADVISORY COUNCIL ON EDUCATION PROFESSIONS DEVELOPMENT

Functions: Review the operation of Title V of the Higher Education Act, which is designed to improve the quality of teaching and to help meet critical shortages of adequately trained personnel, and all other Federal programs for training and developing educational personnel.

Evaluate the effectiveness of the programs.

Make an annual report of its findings and recommendations to the President and the Congress no later than March 31 of each year.

Advise the Secretary and the Commissioner of Education on the administration of Title V and other matters relating to the title.

Meetings: June 12-13, 1970
October 16-17, 1970
December 11-12, 1970

MEMBERS

Mary E. Rieke (Chairman)
(Member Board of Education)
5519 SW. Menefee
Portland, Oregon 97201

R. Creighton Buck
Professor of Mathematics
University of Wisconsin
Madison, Wisconsin

Jon William Clifton
6425 Denison Boulevard
Cleveland, Ohio 44130

Rupert N. Evans
Dean, College of Education
University of Illinois
Urbana, Illinois 61801

Byron F. Fullerton
Assistant Dean
University of Texas Law School
211 Littlefield Building
Austin, Texas 78701

Larry Blake
President
Flathead Valley Community College
Box 1174
Kalispell, Montana 59901

Alfred D. Chandler
Chairman, History Department
Johns Hopkins University
Gilman Hall
Baltimore, Maryland 21218

George O. Cureton
Teacher
Morton Street Elementary School
Newark, New Jersey 07018

Hertzel Fishman
President
Science and Arts Camps, Inc.
127 East 59th Street
New York, New York

Ted F. Martinez
Assistant to the President
University of New Mexico
1850 Roma NE.
Albuquerque, New Mexico 87106

Paul H. Masoner
Dean, School of Education
University of Pittsburgh
2816 Catherdral of Learning
Pittsburgh, Pennsylvania 15213

Lucius H. Pitts
President
Miles College
Birmingham, Alabama 35208

Judith H. Williams
Box 197
South Street, Rural Route #1
Coventry, Connecticut 06238

Janet Morgan
Guidance Director
South St. Paul High School
700 North Second Street
South St. Paul, Minnesota 55075

Theodore R. Sizer
Dean, Graduate School of
Education
Harvard University
Longfellow Hall
Boston, Massachusetts 02138

ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION

Functions: Advise the Commissioner and the Office concerning the administration of, preparation of general regulations for, and operation of programs assisted under this section;

Make recommendations to the Office with respect to the allocation of funds appropriated pursuant to subsection (d) among the purposes set forth in paragraph (2) of subsection (b) and the criteria to be used in approving applications, which criteria shall insure an appropriate geographical distribution of approved programs and projects throughout the Nation;

Develop criteria for the review of applications and their disposition; and

Evaluate programs and projects assisted under this section and disseminate the results thereof.

Meetings: None

Members: None

ADVISORY COMMITTEE ON THE EVALUATION OF TRAINING IN VOCATIONAL SCHOOLS

Functions: To assist in the determination of eligibility of institutions to participate in the vocational student loan guaranteed program. To prescribe the standards of content, scope, and quality which must be met by schools in a category for which the Commissioner of Education determines there is neither a nationally recognized nor a State agency or association qualified to accredit schools in that category for insurable loans to students.

Meetings: No meetings held during 1970

MEMBERS

Gerald O. Allen
President
Cleveland Institute of Electronics
570 Union Commerce Building
Cleveland, Ohio 44115

George L. Brandon
Professor in Residence
American Vocational Association
1510 H Street, NW.
Washington, D.C. 20005

Bob E. Childers
Executive Secretary
Committee on Occupational Education
Southern Association of Colleges & Schools
795 Peachtree Street, SE.
Atlanta, Georgia 30308

Thelma T. Gorham
Executive Director
Twin Cities Opportunities
Industrialization Center, Inc.
834 North Seventh Street
Minneapolis, Minnesota 55411

John M. Leslie
Director of Special Occupational Services
New York State Education Department
Albany, New York 12201

Thomas E. Maggio
Manager, Chemical Development
Tenneco Chemicals, Inc.
Piscataway, New Jersey

F. Harold Matthews
Dean of Vocational and Technical Education
Jackson Community College
2111 Emmons Road
Jackson, Michigan 49201

Jerry W. Miller
Associate Director
National Commission on Accrediting
One Dupont Circle, NW.
Washington, D.C. 20036

Wesley P. Smith
State Director of Vocational Education
Capitol Building
721 Capitol Mall
Sacramento, California 95814

Cecil E. Stanley
Commissioner of Education
State Board of Education
State Capitol
Lincoln, Nebraska 68509

NATIONAL ADVISORY COUNCIL ON EXTENSION AND CONTINUING EDUCATION

Function: To advise the Commissioner in the preparation of general regulations and with respect to policy matters arising in the administration of this title, including policies and procedures governing the approval of State Plans under section 105(b) of the law and policies under this title and other programs offering extension or continuing education activities and services.

To review the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, and make recommendations with respect to them.

The Council will report to the Secretary and to the President on its findings and recommendations (including recommendations for changes in the provisions of this title and other Federal laws relating to extension and continuing education).

Meetings: March 2-3, 1970
May 18-20, 1970
November 30-December 1, 1970

MEMBERS

Albert H. Bowker
Chancellor
City University of New York
New York, New York 10036

Newton O. Cattell
Director, Community Relations
Pennsylvania State University
205A Old Main
University Park, Pennsylvania

Cyril O. Houle
Professor of Education
University of Chicago
Chicago, Illinois 60637

Robert Ray
Dean, Division of Extension and
University Services
University of Iowa
Iowa City, Iowa 52240

Thomas H. Walker
Division of Continuing Education
Statewide Academic Extension Building
University of Kansas
645 New Hampshire Street
Lawrence, Kansas 66044

Joseph Alioto
Mayor
City Hall
111 Sutter
San Francisco, California 94104

Earl Nunn
Superintendent of Schools
Las Cruces New Mexico
301 West Amador
Las Cruces, New Mexico 88001

Francisco D. Sanchez, Jr.
Principal
Polk Junior High School
2220 Raymac SW.
Albuquerque, New Mexico

Frank J. Van Dyke
Attorney at Law
Van Dyke, DuBay, and Robertson
110 East Sixth Street
Medford, Oregon 97501

Charles T. Andrews
Assistant Professor
Department of Accountancy
School of Business and Public
Administration
University of Missouri
Columbia, Missouri 65201

Jesse C. Kellam
General Manager
KTBC AM-FM Radio TV
Austin, Texas
and
Member, Board of Regents
State Senior Colleges
MAIL: P.O. Box 1209
Austin, Texas 78767

One representative from:

Office of Economic Opportunity
Department of Agriculture
Commerce
Defense
Labor
Interior
State
Housing and Urban Development

ADVISORY COUNCIL ON FINANCIAL AID TO STUDENTS

Functions: To advise the United States Commissioner of Education on matters of general policy arising in the administration by him of programs relating to financial assistance to students and on evaluation of the effectiveness of these programs.

Meetings: No meetings held during 1970

MEMBERS

Robert P. Abate
Vice President
American National Bank
33 North LaSalle Street
Chicago, Illinois 60602

Howard R. Bowen
President
University of Iowa
Iowa City, Iowa 52240

Paul Capra
Assistant Director of Admissions
for Systems and Research
Office of Undergraduate Admissions
Yale University
New Haven, Connecticut 06520

Laurence K. Gould, Jr.
(Law Student, Stanford University)
1471 Normandy Drive
Pasadena, California 91103

Howard L. Jones
President
Northfield and Mount Herman Schools
Revell Hall
East Northfield, Massachusetts 01361

Ralph Melbourne
Vice President
Sandia Savings and Loan Association
Albuquerque, New Mexico 87105

Raymond L. Miller
President
First Federal Savings & Loan
Association
1137 Main Street, Box 270
East Hartford, Connecticut 06108

William Neville, Jr.
President
First National Bank of McComb
McComb, Mississippi

Eleanor Provencher
New Hampshire Higher Education
Assistance Foundation
3 Capitol Street
Concord, New Hampshire 03301

Kieran Ryan
Director of Financial Aid and
Scholarships
University of Notre Dame
Notre Dame, Indiana 46556

Ralph Singbush, Jr.
District Manager
Metropolitan Life Insurance Company
1536 Silver Springs Boulevard
P.O. Box 1000
Ocala, Florida 32670

James F. Tucker
President
Virginia State College
Petersburg, Virginia 23803

William J. Waterman
Director of Student Financial Aid
San Antonio College
San Antonio, Texas

ADVISORY COMMITTEE ON GRADUATE EDUCATION

Functions: To advise the Commissioner (1) on the action to be taken with regard to each application for a graduate facilities construction grant, such grants being made to assist institutions of higher education to improve existing graduate centers, and to assist in the establishment of graduate schools and cooperative graduate centers of excellence, and (2) in the preparation of general regulations and with respect to policy matters arising in the administration of Graduate Facilities Construction Programs, including the development of criteria for approval of grant applications.

Meetings: February 10-11, 1970

MEMBERS

Paul E. Beichner
Dean of the Graduate School
University of Notre Dame
Notre Dame, Indiana 46556

George Fitch Budd
President
Kansas State College
Pittsburgh, Kansas 66764

Arthur S. Flemming
President
Macalester College
St. Paul, Minnesota 55101

Charles O. Gelatt
P.O. Box 869
La Crosse, Wisconsin 54601

Samuel B. Gould
Chancellor
State University of New York
Albany, New York 12203

Anne R. Headley
Professor of Political Science
University of North Carolina
Chapel Hill, North Carolina 27514

Phillip G. Hoffman
President
University of Houston
Houston, Texas 77004

Myron B. Kuropas
Principal Mason Upper Grade Center
1830 South Keeler Avenue
Chicago, Illinois 60623

Lewis B. Mayhew
Professor of Education
Stanford University
Palo Alto, California 94305

Bill J. Priest
Chancellor
Dallas County Junior College District
Main and Lamar Streets
Dallas, Texas 75202

Renato I. Rosaldo
Professor and Chairman
Department of Romance Languages
University of Arizona
Tucson, Arizona 85721

Charles H. Taylor, Jr.
Provost
Yale University
New Haven, Connecticut 06520

NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

Functions: To review the administration and operation of this Act, Title II of Public Law 874, 81st Congress, and other provisions of law administered by the Commissioner with respect to handicapped children, including their effect in improving the educational attainment of such children, and make recommendations for the improvement of such administration and operation with respect to such children. These recommendations shall take into consideration experience gained under this and other Federal programs for handicapped children, and to the extent appropriate, experience gained under other public and private programs for handicapped children.

The Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner and shall make an annual report of its findings and recommendations to the Commissioner not later than January 31 of 1968 and each fiscal year thereafter. The Commissioner shall transmit each such report to the Secretary together with his comments and recommendations, and the Secretary shall transmit such report to the Congress with any comments or recommendations he may have.

Meetings: January 14, 15, 16, 1970
March 5, 6, 7, 1970
June 17, 18, 19, 1970

MEMBERS

Earl Avery
(Student, University of
California at Los Angeles)
1932 Point View
Los Angeles, California 90034

Clair W. Burgenar
California State Senate
1350 Front Street
San Diego, California 92101

Frances P. Connor, PhD
Chairman, Department of
Special Education
Teachers College
Columbia University
New York, New York 10027

Norris G. Haring
Director of Experimental Education Unit
Mental Retardation and Child
Development Center
University of Washington
Seattle, Washington 98105

Elmer H. Behrmann
Executive Secretary
Department of Special Education
National Catholic Educational
Association
and
Director, Special Education
Archdiocese of St. Louis
4472 Lindell Boulevard
St. Louis, Missouri 63108

Robert M.N. Crosby,MD
Pediatric Neurosurgeon
1010 Saint Paul Street
Baltimore, Maryland 21202

Maxine L. Haywood
(Teacher)
3106 Ben Wilson #515
Victoria, Texas 77901

Peggy Johnstone
Coordinator, Jefferson County
Community Center
10401 West 38th Avenue
Wheatridge, Colorado 80033

Edgar L. Lowell
Administrator
John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California

R. Elwood Pace
Special Education Programs
Suite 1050 University Building
136 East South Temple
Salt Lake City, Utah 84111

Esther H. Levens
8601 Delmar Lane
Prairie Village, Kansas 66207

Jeanne E. Mahlmann
(Student)
1110 North Dubuque
Apartment #738B
Iowa City, Iowa 52240

Raphael F. Simches
Assistant Director
Division for Handicapped Children
Albany,New York 12224

ADVISORY COMMITTEE ON LIBRARY RESEARCH AND TRAINING PROJECTS

Functions: To advise the Commissioner of Education on matters of general policy concerning research and demonstration projects relating to the improvement of libraries and the improvement of training in librarianship, or concerning special services necessary thereto or special problems involved therein.

Meetings: No meetings held during 1970.

MEMBERS

Pauline Ann Atherton
Associate Professor
School of Library Science
Syracuse University
Syracuse, New York 13210

Harold Borko
Professor in Residence
School of Library Science
University of California
Los Angeles, California

H. Joanne Harrar
Librarian and Professor of
Library Science
Winthrop College
Rock Hill, South Carolina 29733

Melvin E. Maron
Professor, School of Librarianship
and Associate Director
Institute of Library Research
University of California
Berkeley, California

Carolyn I. Whitenack
Associate Professor and Chairman
Educational Media Curriculum
Purdue University
Lafayette, Indiana 47907

Robert E. Booth, PhD
Chairman, Department of Library
Science Education
Wayne State University
Detroit, Michigan 48202

Mildred P. Farary
Supervisor, Library Section
Los Angeles City Board of
Education
1061 Temple Street
Los Angeles, California 90012

Nancy Lesh
(Youth Representative)
Assistant Librarian
Anchorage Community College
Anchorage, Alaska 99501

John P. McDonald
University Librarian
University of Connecticut
Storrs, Connecticut 06268

ADVISORY COMMITTEE ON PHYSICAL EDUCATION AND RECREATION FOR HANDICAPPED CHILDREN

Function: To advise the Secretary on matters of general policy relating to the administration of physical education and recreation for handicapped children programs.

Meetings: No meetings held during 1970.

MEMBERS

Robert L. Holland
State Director of Health, Physical Education, Recreation and Safety
Ohio Department of Education
Columbus, Ohio 43204

Rayfer Johnson
Board of Directors
Special Olympics, Inc.
5470 West Boulevard
Los Angeles, California

George P. Valos
Assistant County Superintendent of Schools
Kerm County Schools
Bakersfield, California 93305

William G. Wolfe
Chairman, Department of Special Education
University of Texas
Austin, Texas 78712

Fred Humphrey
Instructor: In-Charge
Therapeutic Recreation
257 Recreation Building
Pennsylvania State University
University Park, Pennsylvania 16802

John A. Nesbitt
Associate Professor
Department of Recreation
San Jose State College
San Jose, California 65114

Janet A. Wessell
Professor of Physical Education
Michigan State University
East Lansing, Michigan 48823

ADVISORY COMMITTEE ON RESEARCH AND DEVELOPMENT

Functions:	To advise the Commissioner on matters of research policy and specifically on proposals or projects or groups of proposals and projects which represent policy issues, changes, or new departures in programs; to suggest fields for special emphasis; to review the operations of all Office of Education research plans, programs, and procedures.
Meetings:	None
Members:	None

NATIONAL COUNCIL ON QUALITY IN EDUCATION

Functions:

To review the administration of general regulations for and operation of the programs assisted under this title at the Federal, State, and local levels, and other Federal education programs;

Advise the Commissioner and when appropriate, the Secretary and other Federal officials with respect to the educational needs and goals of the Nation and assess the progress of the educational agencies, institutions, and organizations of the Nation toward meeting those needs and achieving those goals;

Conduct objective evaluations of specific education programs and projects in order to ascertain the effectiveness of such programs and projects in achieving the purpose for which they are intended;

Review, evaluate, and transmit to the Congress and the President the reports submitted pursuant to clause (E) of paragraph (3) of subsection (b) of this section;

Make recommendations (including recommendations for changes in legislation) for the improvement of the administration and operation of education programs including the programs authorized by this title;

Consult with Federal, State, local, and other educational agencies, institutions, and organizations with respect to assessing education in the Nation and the improvement of the quality of education, including--

areas of unmet needs in education and national goals and the means by which those areas of need may be met and those national goals may be achieved;

determinations of priorities among unmet needs and national goals; and

specific means of improving the quality and effectiveness of teaching, curricula, and educational media and of raising standards of scholarship and levels of achievement;

Conduct national conferences on the assessment and improvement of education, in which national and regional education associations and organizations, State and local education officers and administrators, and other organizations, institutions, and persons (including parents of children participating in Federal education programs) may exchange and disseminate information on the improvement of education; and

Conduct, and report on, comparative studies and evaluations of education systems in foreign countries.

The National Council shall make an annual report, and such other reports as it deems appropriate, on its findings, recommendations, and activities to the Congress and the President. The President is requested to transmit to the Congress, at least annually, such comments and recommendations as he may have with respect to such reports and its activities.

In carrying out its responsibilities under this section, the National Council shall consult with the National Advisory Council on the Education of Disadvantaged Children, the National Advisory Council on Supplementary Centers and Services, the National Advisory Council on Education Professions Development, and such other advisory councils and committees as may have information and competence to assist the National Council. All Federal agencies are directed to cooperate with the National Council in assisting it in carrying out its functions.

Meetings: None

Members: None

NATIONAL COMMISSION ON SCHOOL FINANCE

Functions: Shall make a full and complete investigation and study of the financing of elementary and secondary education, including, but not limited to, the matters referred to in section 2(a)(3) of the Cooperative Research Act (as amended by subsection (c) of this section).

Report the results of such investigation and study and its recommendations to the Commissioner and the Congress not later than two years after the date of enactment of this Act.

Meetings: None

Members: None

ADVISORY COUNCIL ON STATE DEPARTMENTS OF EDUCATION

Functions: To review the administration of the program for making grants to stimulate and assist States in strengthening the leadership resources of their State educational agencies, and grants to assist those agencies in the establishment and improvement of programs to identify and meet the educational needs of States.

To make recommendations for the improvement of the administration of the Title V program as well as other programs under which money is appropriated to assist State educational agencies to administer Federal programs relating to education.

To make an annual report of its findings and recommendations (including recommendations for changes in provisions of this Title and other education Acts) to the Secretary. The Secretary shall transmit each such report to the President and the Congress together with his comments and recommendations.

Meetings: February 5-6, 1970

Council abolished in April 1970

MEMBERS

Jessie C. Kennedy
Region Superintendent
Region Four Office
Dossin School Building
16650 Glendale
Detroit, Michigan 48227

William E. McManus
Superintendent of Schools
Chicago Archdiocese
430 North Michigan Avenue
Chicago, Illinois 60611

Herbert W. Schooling
Dean, College of Education
University of Missouri
Columbia, Missouri 65202

Robert J. Stalcup
Associate Program Director
Education Commission of the States
Lincoln Towers
81860 Lincoln Street
Denver, Colorado 80203

James E. Allen, Jr.
Commissioner of Education
State Department of Education
Albany, New York 12201

Rodolfo A. dela Garza
Superintendent of Schools
Consolidated Independent School District
Rio Grande City, Texas 78582

John A. Hunter
President
The Louisiana State University and Agricultural and Mechanical College System
Baton Rouge, Louisiana 70303

C. W. Antes
Attorney at Law
213 West Elm
West Union, Iowa 52175

Jack D. Gordon
President
Washington Federal Savings and Loan
48 Palm Avenue
Palm Island
Miami Beach, Florida 33139

NATIONAL ADVISORY COUNCIL ON SUPPLEMENTARY CENTERS AND SERVICES

Functions: To review the administration and operations of the title; to review the regulations for the title; to evaluate programs and projects carried out under the title and to disseminate the results of such programs; to make recommendations on the improvement of the administration and operation of the title; to report to the President each year of its findings and recommendations with regard to the operation of the title.

Meetings: March 30-31 - April 1, 1970
June 8-9, 1970
October 5-7, 1970

MEMBERS

Helen Bain
Teacher of Speech and English
Cohn High School
4805 Park Avenue
Nashville, Tennessee 37209

Arthur A. Ballantine
Editor and Publisher
Durango Herald
P.O. Box 61
Durango, Colorado 81301

Janet Borgen
507 Pittinger, Box 237
Ketchikan, Alaska 99901

Mario D. Fantini
Program Officer
Ford Foundation
320 East 43rd Street
New York, New York

Lester J. Harman
Principal - Superintendent
North Chicago High School
1824 Jackson Street
North Chicago, Illinois 60064

James A. Hazlett
Administrative Director of the
National Assessment Program
822 Lincoln Tower Building
1860 Lincoln Street
Denver, Colorado 80203

Howard Jordan, Jr.
President
Savannah State College
Savannah, Georgia

John Kleffner
Superintendent of Catholic Schools
Diocese of Oklahoma City and Tulsa
Oklahoma City, Oklahoma 73100

J. C. Martin
Mayor
Cith Hall
Laredo, Texas 78048

Dorothy Robinson
Massachusetts Board of Education
1820 Tremont Street
Boston, Massachusetts 02111

Dallas H. Smith
Director, Presbyterian Guidance Program
Presbyterian Church US.
Division of Higher Education
801 E. Main Street
Richmond, Virginia 23009

Herbert Wey
President
Appalachian State University
Boone, North Carolina 28607

NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION

Functions: To advise the Commissioner concerning the administration of, preparation of general regulations for, and operation of, vocational education programs supported with assistance under this title;

Review the administration and operation of vocational education programs under this title, including the effectiveness of such programs in meeting the purposes for which they are established and operated, make recommendations with respect thereto, and make annual reports of its findings and recommendations (including recommendations for changes in the provisions of this title) to the Secretary for transmittal to the Congress; and

Conduct independent evaluation of programs carried out under this title and publish and distribute the results thereof.

Meetings:
January 9-10, 1970
February 27-28, 1970
April 24-25, 1970
June 19-20, 1970
September 25-26, 1970
October 30-31, 1970
December 3-4, 1970

MEMBERS

Hugh Calkins
Attorney
Jones, Day, Cockley, and Reavis
1750 Union Commerce Building
Cleveland, Ohio 44115

Michael Alarid
Alarid Insurance Company
907 4th Street, SW.
Albuquerque, New Mexico 87102
(Member New Mexico Senate)

Richard G. Allen
Educational Coordinator for
New England Hospital Assembly
New England Center for Continuing Education
University of New Hampshire
Durham, New Hampshire 03824

Martha G. Bachman
(Chairman Delaware Council on Vocational Education)
RD #1, Box 50
Hockessin, Delaware

Daniel Hall Beegan
Student
University of Vermont
216-A Austin Hall
Burlington, Vermont 05401

Lowell A. Burkett
Executive Director
American Vocational Association
1510 H Street, NW.
Washington, D.C. 20005

Lawrence F. Davenport
Director, Special Projects
University of Michigan
Flint, Michigan

Jerry S. Dobrovolny
Professor and Head, Department of General Engineering
University of Illinois
Urbana, Illinois

Marvin J. Feldman
Director, Office of Program
Development
Office of Economic Opportunity
Washington, D.C.

Jack Hatcher
President
Varco-Pruden, Inc.
Pine Bluff, Arkansas

John W. Letson
Superintendent of Schools
Atlanta Public Schools
Atlanta, Georgia 30303

W. E. Lowry
Vice President Academic Affairs
Sam Houston State College
Huntsville, Texas 77340

Donald N. McDowell
Executive Director
National Future Farmers of
America Sponsoring Committee
Madison, Wisconsin

Jack Michie
Assistant Dean for Special
Projects
Laney College
Oakland, California 96441

Luis M. Morton, Jr.
President
Central Texas College
U.S. Highway 190 West
Killeen, Texas 76541

Charles F. Nichols
Principal
Work Opportunity Center
107 4th Street, SE.
Minneapolis, Minnesota 55414

Thomas Weir Pauken
P.O. Box 265
Ben Franklin Station
Washington, D.C.

George R. Ramey
Director
Mayo State Vocational School
Paintsville, Kentucky

Norman R. Stanger
Member, Board of Directors
EduCon Corporation
1104 West Eighth Street
Santa Ana, California

Steve W. Stocks
Principal
Channel Islands High School
Oxnard, California

Robert M. Worthington
Assistant Commissioner for
Vocational Education
State Department of Education
225 West State Street
Trenton, New Jersey